DOCUMENT RESUME

ED 140 697 HE 008 971

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TITLE Collegiate Enrollments in the U.S., 1976-77. Statistics, Interpretation, and Trends in 4-Year and Related Institutions.
INSTITUTION American Coll. Testing Program, Iowa City, Iowa.
REPORT NO ACT-SR-19
PUB DATE 77
NOTE 104p.
AVAILABLE FROM ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-19, $2.00)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS College Attendance; *Colleges; College Students; Enrollment Projections; Enrollment Rate; *Enrollment Trends; *Graduate Students; Graduate Study; *Higher Education; Instructional Staff; Junior Colleges; Statistical Analysis; Statistical Data; *Statistical Surveys; *Universities; Upper Division Colleges
IDENTIFIERS *American College Testing Program

ABSTRACT

The American College Testing Program (ACT) reports on a survey of 1,717 institutions in the U.S., Puerto Rico, and related territories. The institutions covered in this study include responding four-year and upper-division colleges, universities, and other baccalaureate degree-granting schools; graduate, professional, and theological schools; and those two-year collegiate-level institutions administered by the institutions in the categories above that have regional association, professional organization, and/or state agency recognition, approval, or accreditation. This is the 57th in the series of reports on collegiate enrollments. It provides statistics on full-time students, both men and women, and full-time teaching staff with some interpretation and trends highlighted. (JMF)

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ACT SPECIAL REPORT NINETEEN

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COLLEGIATE ENROLLMENTS IN THE U.S., 1976-77

Statistics, Interpretation, and Trends in 4-Year and Related Institutions

HE008971

Garland G. Parker

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Library of Congress Catalog Card Number: 77-77597

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COLLEGIATE ENROLLMENTS IN THE U.S., 1976-77

Statistics, Interpretation, and Trends in 4-Year and Related Institutions

Garland G. Parker

This is the 57th annual report on collegiate enrollments in a series now published by The American College Testing Program (ACT). Prior to 1975, these annual studies appeared in *Intellect* (formerly *School & Society*). In this 1976-77 report, the 1,717 institutions surveyed in the U.S., Puerto Rico, and related territories reported 6,909,758 grand total collegiate-level students.[1] Of these, 4,947,412 were full-time and 1,962,346 were part-time enrollees.[2] The institutions covered in this study include responding 4-year and upper division colleges, universities, and other baccalaureate degree-granting schools; graduate, professional, and theological schools; and those 2-year collegiate-level institutions administered by the institutions in the above-indicated categories that have regional association, professional organization, and/or state agency recognition, approval, or accreditation. The annual series in which this report appears provides a continuum of studies on collegiate enrollments that is the longest in the history of American higher education. In this report and its companion one on 2-year institutions, the premise is that their continuity, comprehensiveness, interpretive commentary, and timeliness provide information, otherwise unavailable, that facilitates planning in higher/postsecondary education and related areas.

Although this report is published by The American College Testing Program, the author assumes responsibility for the data, interpretations, opinions, and conclusions it contains.

[1]The number of institutions stated here and the percentage of "eligible" responding schools cited in the next paragraph are data items that include the number of single institutions reporting independently and those within the unitary state systems and the large public-complex universities that are composed of more than one institutional unit. Subsequently in this report, citation of the numbers of institutions by categories refers to the institutions reporting separately but counts as one unit each of those systems that provided only one set of data items inclusive of all the institutions within a given system.

[2]Definitions of the student, faculty, and institutional classifications used in this report may be found on p. 28.

ACT has sponsored, since 1972-73, the publication of a parallel report on enrollments in American 2-year postsecondary institutions; such a report for 1976-77 will be published as ACT Special Report 20.[3]

Although about 85% of the eligible schools responded, the institutional coverage is not universal, and the actual units surveyed vary somewhat from year to year. In order to provide maximum validity of comparisons by year and category, it is necessary to cite percentage changes that reflect data only from comparably reporting institutions. This permits the totals in like schools to be compared on a year-to-year basis, rather than only with enrollment gross totals reported in successive years. Unless otherwise noted, therefore, percentages cited relate to schools with comparable data bases, but actual enrollments are listed in the tables and commentary.

Grand total enrollment in 4-year schools shows unexpected decline of .8%. In the 1,593 responding 4-year and related institutions and systems with 6,909,758 students, the grand total count in comparably reporting institutions declined by .8%. Not only was this decrease unexpected, but it was the first grand total loss reported for the 4-year schools in this report series since 1952. Furthermore, this turn-around was in sharp contrast to the 4.3% gain recorded in 1975-76.

Within the matrix of grand total enrollments in the 4-year schools as defined on p. 29, the enrollments and percentage changes in comparable situations are as follows: 136 unitary systems, 1,781,517, -.1%; 107 public-complex, 1,886,502, -3.5%; 71 private-complex, 695,840, -1.3%; 279 multipurpose, 1,384,516, -.3%; 669 arts and sciences, 870,536, +2.1%; 39 music, fine arts, and applied arts, 29,471, +6.6%; 50 independent law, medicine, and allied health schools, 37,865, +15.2%; 80 technological, business, and related schools, 172,155, +2.6%; 54 Bible colleges, 22,930, +2.1%; and 108 theological schools, 28,426, +5%.

Within the institutional categories, the massive enrollments in the large public, private-complex, unitary state system, and multipurpose institutions, with their respective losses of 3.5%, 1.3%, .1%, and .3%, proved to be the weighting factors that caused the overall grand total count to fall short of the

[3]This study of 4-year and related institutions, the companion report on 2-year institutions for 1976-77, and comparable reports for 1975-76 and 1974-75 may be secured for $2.00 each from ACT Publications, P.O. Box 168, Iowa City, Iowa 52240.

1975-76 enrollment mark. Further analysis, interpretation, and implications of the enrollment developments in the grand total as well as in the other categories will be presented later in this report.

The importance of full-time students—marginal gain of .2%. Although careful and supportive attention long has been given in these studies to part-time enrollees, the great emphasis over the years has been on full-time students. In the 1,593 institutions and systems surveyed for 1976-77, full-time students accounted for 71.6% of all enrollees. In FTE (full-time-equivalent) parlance, full-time students account for significantly more credit hours taken in the 4-year institutions than do part-time enrollees. Full-time students historically have been and remain the prime source from which the nation recruits its business administrators, clergy, doctors, engineers, lawyers, nurses, teachers, and professionals and leaders in many other fields. Therefore, full-time students have been and continue to be a subject of fundamental attention in these annual studies. For 1976-77, in 1,593 reporting institutions, there were 4,947,412 full-time students, a marginal gain of .2%. Even though the gain was small, it was in contrast to an actual and important loss in part-time students. This is contrary to the pattern set over the prior four years in which part-time registrants had outgained full-time students by significant margins. The reversal of these two contenders in the annual enrollment race is the subject of later comment.

Unitary state systems share in the enrollment readjustment process—show full-time loss of .1%. These annual reports provide, to our knowledge, the only source of comparative statistical data over a period of years, accompanied by interpretive commentary, for enrollments in unitary state systems of higher education in the U.S. The emergence and development of these great systems have been subjects of analysis and comment in these studies for 16 years, but actual tabulations of their enrollments have been included in the studies since 1970-71. Unitary state systems, as defined here, include those institutional units governed centrally by statewide boards of directors, trustees, regents, or commissioners, and administered by presidents or chancellors with statewide system responsibilities.

These great systems have come to occupy an increasingly prominent position in the educational scheme. Over the years in these studies, attention has been focused upon the contributions of and the concerns pertaining to the unitary systems. In the main, the comments in prior years retain their validity without repetition. It is in order, however, to emphasize that the

difficulty of securing complete and prompt enrollment data from the massive state systems mounts in almost direct proportion to their increasing size. Were these systems able to provide their data in concert with most other institutions, the results of these annual studies could be announced and published a month or two earlier than now is possible. Each year, this reporter hopes for earlier and more complete reports for the unitary systems and, indeed, is most appreciative of the increasingly effective cooperation of the reporting officers from many of the unitary systems. Simply because they do account for such a large proportion of total enrollments and affect so fundamentally the course of higher education in general, enrollment reports for these great systems are important.

In the 136 unitary systems reporting in time for inclusion in this study, there were 1,235,196 full-time students who accounted for a minimal loss of .9%. Enrollments in the unitary systems reporting for this study are cited in Table 1. In the companion ACT Special Report 20, enrollment information for state systems comprehending two-year colleges will be presented.

Public-complex universities have minimal full-time loss—down .2%. For decades, the large public-complex universities have been among the institutional categories showing the highest full-time enrollment increases. In 1976-77, however, the 107 reporting units in this group, with 1,382,817 full-time students, registered a minimal loss of .2% since 1975-76. As noted earlier, the grand total loss in this category was 3.5%, which gave the public-complex schools the position of loss leader in this area. The public-complex class includes the large single- and multicampus complex universities that enroll some 27.3% of all students tabulated in this study. Their extensive programs include associate, baccalaureate, graduate, and professional curriculums in many fields. Their enrollments are cited in Table 2.

Private-complex universities show full-time gain of 1.4%. The 71 reporting private-complex universities revealed a full-time enrollment gain of 1.4% over 1975-76 with their collective total of 495,925 students. In total enrollments, these schools reported a loss of 1.3%. This classification includes the prestigious private universities that are renowned for their academic standards and important contribution to the training of the nation's leaders in business, industry, politics, the professions, and many other areas. These schools had a freshman gain of 6.2%, which, along with a rise of 8.1% in 1975-76, permitted these great private educational units to improve somewhat upon their minimal full-time gain of .5% in 1975-76. This development in a year of

generally sluggish enrollment activity is some evidence of the extent to which these schools can control their enrollments with a view to increasing or decreasing them. They are not immune from the vicissitudes of the academic marketplace and the national trends and forces that impact relentlessly upon higher education as a whole, but they can ameliorate those forces by policy and administrative decisions more than most other institutions. Enrollments for the private-complex schools are displayed in Table 3.

Multipurpose institutions report slight gain of .2% in full-time student count. The large and important multipurpose institutional category includes many institutions that emerged as universities in the 1960s from their former status as colleges and teacher training schools with rapidly developing graduate and other diverse academic programs. With 279 institutions reporting 944,440 full-time students, this category showed a slight gain of .2%. In grand total, however, these same units actually showed a loss of .3%. Except for 1975-76, when they had a 4.7% full-time gain, the years since 1972-73 have been lean ones for the multipurpose units in respect to enrollments. They had losses in 1972-73 and 1973-74 and only a minimal gain in 1974-75. As these units continue their efforts to adjust to the changing higher education environment in the 1970s, they may well find themselves in increasingly vulnerable circumstances in the 1980s. Statistics for multipurpose institutions are set forth in Table 4.

Arts and sciences schools more than hold their own in the full-time category—up by 1.6%. The independent colleges of arts and sciences, with 669 of them reporting, enrolled a total of 673,785 full-time students to register an increase of 1.6% over 1975-76. The grand total increase for this category was even higher, at 2.1%, than in the full-time column. Despite comment almost *ad nauseam* in denigration of the arts and sciences for their presumed lack of disciplinary relevance to the "world of work" by many self-appointed critics and their doleful predictions of the early demise of large numbers of the independent, mostly private, colleges that provide curricular emphasis in the liberal arts, the fact remains that, again, these remarkable institutions demonstrated great staying power in 1976-77 when hundreds of their public competitors were losing ground.

In these studies over many years, tribute has been paid to the significance of these historic institutions in providing a good education grounded in the arts and sciences disciplines so basic to a wide range of vocations and professions and to the preparation of an alert and informed electorate.

Although there is evidence that the arts and sciences have lost ground to the technical-vocational-professional fields of study, it is encouraging to see the strength manifested in their academic survival and even their gain in many institutions. The restricting of admissions in some public systems and institutions, often reflecting state action in setting enrollment limits, meant that many students who could not be accommodated in the public units entered the private liberal arts schools. As a result of the leaner enrollment years of the early 1970s, these units had spare spaces in classes and residence halls that were available to those students who sought them.

Despite their good showing in this year of enrollment lag, however, the arts and sciences colleges do face a hazardous future. The contrary forces of inflation and rising tuition make it increasingly difficult for these schools to survive financially and for the students to afford their escalating costs. If these pressures continue into the 1980s, when the potential student pool will be declining because of lower birthrates, it is possible that a large number of colleges will close or merge with other institutions. The prestigious colleges in this category, if they maintain their distinctive characteristics, will continue not only to survive but to do so successfully. While all arts and sciences colleges will need to preserve and capitalize on their distinctive features, many of them will have to supplement those features, emphasize cost effectiveness to an unprecedented degree, and develop new or increased revenue sources in order to survive.

This writer has suggested for years that liberal arts and career education curriculums have much more compatibility in today's world than normally is assumed. It is encouraging to see that many arts and sciences units have developed career-related programs that have much interrelationship with the arts and sciences. This author's thesis is reflected very meaningfully in the announcement on November 5, 1976, that Judson College in Illinois had received a major grant from the Kellogg Foundation to enable the college in the next three years to "... design, implement, and evaluate the Careers Program that is being developed in cooperation with other educational institutions." President Harm A. Weber of that college stated that the goals of the program are "(1) to provide Judson's students with opportunities to receive professional and technical training that will prepare them for their initial careers; (2) to graduate students who are vocationally competent in regard to their problem-solving abilities, communication skills, interpersonal relationships, and leadership and management abilities; and (3) to provide other colleges with a model of a curriculum that maintains a commitment to

the liberal arts while it prepares students for careers." Programs will be provided for students in communications, business administration, recreation leadership, and paraministerial services (church music and youth work). Courses related to these various programs will be available to Judson students at Aurora College, Elgin Community College, and North Park College in Chicago. Several additional programs are planned for 1978-79.[4] At the University of Cincinnati, the College of Arts and Sciences, in cooperation with the College of Business Administration and the Professional Practice Division, has developed means of making liberal arts majors more marketable. Students undertaking the resultant Business Option combine courses in English and several languages—German, French, and Spanish—with a balanced selection of business courses and earn, along with their baccalaureates, certificates in General or International Business Administration. In the cooperative education aspect of these programs, English majors have professional practice work assignments in an insurance company, a department store, and a bookstore. Students studying German, after some overseas language skills development, may be "assigned to technical sales, data processing, and personnel development in Hamburg."[5] These projects and programs in the schools indicated are illustrative of the innovative and constructive approaches that will be essential to the viability of the arts and sciences colleges in the coming decade. Enrollments for the reporting colleges in this category are found in Table 5.

Music, fine arts, and applied arts schools show full-time increase of 6.5%. In their full-time student count, the 29 independently reporting music, fine arts, and applied arts schools tallied 21,549 full-time students, a rise of 6.5% over 1975-76. This kept intact a record of consistent full-time gains that extends now over a period of many years. As will be noted later, there was a comparable gain in part-time students, and a grand total rise of 6.6%. In these disciplines that mean so much in terms of life enrichment as well as contributions to the practical aspects of our society, it is encouraging to see the number of entering students continuing to increase, at least in these independent schools. Table 6 carries the student count in this category.

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[4]"Major Grant Received from Kellogg," *Judson College Bulletin*, Vol. 9, No. 2 (Elgin, Illinois, December 1976), p. 4.

[5]Helga Daley, "Alternatives Available for Language Majors," *UC This Week*, Vol. 1, No. 16, (University of Cincinnati, January 14, 1976), p. 4.

Independent law, medicine, and allied health colleges grow another 11.1% in full-time students. Although a later segment of this study deals with law and medicine as separate entities in an analysis of enrollments in all reporting schools offering those curriculums, the focus here is upon registrants in the independent law, medicine, and allied health colleges that have made up a separate category in these annual studies for many years. In the 50 such schools that reported independently of other institutions, there were 33,070 full-time students, reflective of an increase of 11.1% over 1975-76. This is in pursuance of gains in the prior year of 8.3% and 12% in 1974-75. In the grand total column, the increase was 15.2%. In both counts, these schools were the category leaders in percentage gains for 1976-77. Readers may isolate the enrollments by college types within Table 7, which indicates the student numbers in this category, to gain an even better statistical perspective of changes on a disciplinary basis.

Independent technological, business, and related schools show gain of 1% in full-time students. In this category, the focus is upon enrollments in the 80 independently reporting technological, business, and related schools that accounted for 121,334 full-time students, a small gain of 1%. This showing is in sharp contrast to the 10.6% gain for 1975-76. In total enrollments, the gain for this group in 1976-77 was 2.6%. There is some indication that many schools in this segment made deliberate cutbacks in their student quotas for 1976-77. In so doing, without being in a position to anticipate other factors deterring enrollments, it is possible that they cut back enrollments more than was intended or desirable in the interest of students or of the nation's needs. The counts in these colleges are independent, of course, of registrations in the same areas in the comprehensive institutions; but the enrollments for the independent units probably are indicative of overall developments in these fields. Enrollments for the reporting units in this category are recounted in Table 8.

Bible colleges report slowdown in full-time enrollees—gain of 1.3%. After a sequence of significant increases over a period of several years, perhaps it is not surprising that enrollments leveled off somewhat in these schools for 1976-77. The 54 reporting colleges accounted for 19,271 full-time students, an increase of 1.3%. In total enrollments, however, the 22,930 students enrolled reflected an actual loss of 2.1%. It is likely that factors generally deterrent to enrollment held full-time enrollments down and caused losses in part-time students in these colleges. The fact that they continued to increase even modestly in the full-time field is evidence of the extent to which

their curriculums still appeal to a sizable segment of young Americans. Enrollments for the Bible colleges are noted in Table 9.

Theological schools report significant full-time percentage gain—up by 6.8%. In view of the lag in overall enrollments in 1976-77, the gain in full-time students of 6.8% experienced by 108 reporting theological schools with 20,025 students is significant. In grand total enrollments, these same schools gained 5%. On reflection, however, this enrollment increase is consistent with the resurgence experienced by these schools in the two prior years and follows logically from the larger bodies of students that have been entering the Bible and other church-related undergraduate colleges in the 1970s. Enrollments for the theological schools are recorded in Table 10.

Part-time student total displays surprising trend reversal—decline of 3.2%. The hidden surprise in the enrollment package for 1976-77 was the reversal in the increase trend in part-time collegiate enrollments. Since the first impact of a decline and/or a leveling off of enrollments manifested itself in 1971-72, increasing attention has been given to programs, recruitment, and counseling to encourage enrollment of and better educational opportunity for part-time students. Increased reliance came to be placed on the promise of adult and continuing education students as a means of compensating not only for the lag experienced in full-time students in the 1970s but also for the anticipated further loss of such students in the 1980s. In the 4-year institutions, part-time student increases in recent years were 2.1% in 1972, 5.9% in 1973, 8% in 1974, and 7.7% in 1975. The unexpected loss of 3.2% for 1976-77 was a real shock to those segments of academia that had been relying heavily upon part-time students as a cushion against potentially falling full-time enrollments in the 1980s. As will be noted later, numerous factors that may be peculiar to 1976-77 contributed to the shrinkage in part-time student numbers, but in their downward movement the enrollees in this category served dramatic notice to the academic community that they are volatile at best and certainly not to be taken for granted as the solution to the enrollment problems either for the 1970s or the 1980s. Even in the 2-year colleges, the part-time student gain of 3.1% was short of their larger rise of 4.1% in 1975-76.

In all 1,593 schools and/or systems reporting for this study in 1976-77, there were 1,962,346 part-time students enrolled, and the decline in comparably reporting institutions was 3.2%. By categories, the part-time enrollments and percentage changes were as follows: 136 unitary state systems, 546,321, +1.7%; 107 public-complex universities, 503,685, -11.7%; 71 private-complex

universities, 199,915, -7.2%; 279 multipurpose institutions, 440,076, -1.4%; 669 arts and sciences colleges, 196,751, +3.9%; 39 music, fine arts, and applied arts colleges, 7,922, +6.7%; 50 law, medicine, and allied health colleges, 4,795, +57%; 80 technological, business, and related institutions, 50,821, +7.2%; 54 Bible colleges, 3,659, +6.8%; and 108 theological schools, 8,401 -.2%.

Since part-time students loom up so significantly in the future of collegiate enrollments, it is of interest to perceive the school categories in which occurred the major percentage losses as well as gains. The loss leaders in the part-time column were public complex, -11.7%; private-complex, -7.2%; and multipurpose, -1.4%. The chief percentage gainers were law, medicine, and allied health, +57%; technological, business, and related, +7.2%; and Bible, +6.8%. The part-time enrollments for any given school or category may be calculated in Tables 1-10 by subtracting the full-time enrollments from the grand totals.

Freshman count of especial significance for 1976-77—shows rise of 3.7%. In a year such as 1976-77, when enrollments were almost 5% lower than had been expected, the showing of freshmen is especially significant. It is this group that impacts so heavily upon full-time enrollments for from two to six or more years into the future in respect to student counts in the 2-year, 4-year, graduate, and professional levels of collegiate education. Fortunately, the rise of 3.7% in the 1,261 comparably reporting systems/institutions, with 1,222,139 enrolled full-time freshmen, helped to compensate for the lag of part-time behind full-time students in the 4-year and related schools. In the various groups, 117 comparably reporting unitary state systems counted 257,808 full-time freshmen for a gain of 5.3%; the 97 public-complex units, with 332,696 students, rose by 3.3%; the 63 private-complex schools had 96,300 registrants, for a gain of 6.2%; the multipurpose schools tabulated 292,068 freshmen, for a modest gain of 1.2%; the 609 arts and sciences schools, with a count of 198,763, increased 5.2%; the 29 music, fine arts, and applied arts units, enrolling 5,196, rose by 14.4%; the 55 independent technological, business, and related schools had 32,732, a growth of 2.6%; and 51 Bible colleges attracted 6,576 freshmen but still lost 5.6%.

The fact that all categories experienced freshman gains, except for the Bible colleges, is important in explanation of the phenomena operative within the complex of overall enrollments and indicates that there is a freshman base supportive of a modest increase of enrollments in 1977-78.

The freshman percentage increase of 3.7% recorded in this ACT Special Report may be compared by some to that reported for first-time degree-credit students by the National Center for Education Statistics (NCES) in the preliminary announcement of its opening fall enrollment report. Such a comparison is not entirely valid, because the NCES report focuses upon first-time students, while the ACT-UC study covers the "classified" freshman category that includes first-time degree-credit entrants, collegiate returnees, and early admission students who may have enrolled initially in the previous winter, spring, or summer terms. The purpose in this count is to secure a statistical measure of all students who for any reason are classified as undergraduate freshmen by their institutions in the autumn term of each year, on the premise that they make up the collective student base from which graduation rates can best be projected for later years.

While enrollees in American 2-year colleges will be the particular subject of ACT Special Report 20, it may be noted here that the 570,927 freshmen counted in 648 comparably reporting 2-year colleges supported an increase of 8.4%. Because some of the 2-year college students are reported in both studies, a simple addition of the two groups supplies the basis for an indicative but not an exact statistical percentage increase/decrease for freshmen in all institutions surveyed. Even so, the margin of error is not great and the analysis is meaningful. It shows that, in all 1,909 schools reporting comparably for both reports, the freshmen enrollment of 1,793,066 accounts for an increase of 5.2%. These tabulations do not include students in new institutions or in those units not reporting comparably for 1975-76 and 1976-77, but it is the author's judgment that classified freshmen in all institutions reporting for the ACT-UC studies on both 4-year and 2-year institutions increased by about 5%. The spread of freshman enrollments for this report is found in Table 11.

Women gain 1.4% and lessen the collegiate numbers gap between men and women. Since 1919, this report series has provided data on and implications concerning enrollments of women. In so doing, these studies have provided one of the prime sources on the developing role of women in higher education in the United States.[6] Both ACT-UC studies show that, in 1976-77,

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[6]Garland G. Parker, *The Enrollment Explosion: A Half-Century of Attendance in U.S. Colleges and Universities, 1919-1969* (New York: School & Society Books, 1971, pp. 27, 37, 45-46, 80, 89, 110, 143-1-4. See also the annual reports published in *School & Society*, 1919-1970, in *Intellect*, 1971-1974, and in ACT Special Reports after 1974.

women not only increased in numbers but again narrowed the gap by which men outnumber the women as enrollees in U.S. collegiate-level schools. In the 1,593 4-year and related institutions covered in this report, the female grand total enrollment was 3,193,524, an increase of 1.4%. These women enrollees accounted for 46.3% of the grand total in all institutions surveyed in this report, compared to 45.4% in 1975-76. As the proportion of women approaches the 50% mark, it is likely that the annual percentage gain of women over men will lessen. Even so, it is significant to understand that it was only the strength in women's enrollments that kept the 1976-77 lag in total student numbers from being much greater than it was.

In the full-time student count for all 1,593 reporting schools, the women numbered 2,213,618, accounting for 44.7% of the total and a gain of 3% as compared to a loss of 1.9% by the men. The precise enrollments for each school classification are stated in the relevant tables, but the percentages changes for men and women, in that order, are indicative of the trends in men-women enrollments in the various institutional categories. The percentage changes are by school classifications for full-time men and women students, respectively, as follows: unitary, -2.6% and +1.1%; public-complex, -2.1% and +2.4%; private-complex, -.5% and +4.7%; multipurpose, -2.9% and +3.7%; arts and sciences, -.9% and +4%; music, fine arts, and applied arts, +6.2% and +7%; law, medicine, and allied health, +8.4% and +18.7%; technological, business, and related, -1.2% and +9.9%; Bible, +1% and +1.6%; and theological, +5.8% and +12.4%.

In the important part-time enrollment segment, the women tallied 979,906 students in the 1,593 reporting institutions and reflected a loss in comparable situations of 1.8%, in comparison to the larger loss by men of 4.6%. The percentage gains and losses for men and women, in that order, by school category were as follows: unitary, +4.6% and -.9%; public-complex, -12.6% and -10.8%; private-complex, -9.7% and -4%; multipurpose, -4.6% and +1.7%; arts and sciences, -5.6% and +12.2%; music, fine arts, and applied arts, +13.3% and +2.3%; law, medicine, and allied health, +70.2% and +37.1%; technological, business, and related, +8.8% and +3.9%; Bible, +12.1% and +.9%; and theological, -5.2% and +11.5%. Of all part-time enrollees in the reporting schools, women were 50.2% of the total, in comparison to the 49.5% they represented in 1975-76.

At the freshman level for 1976-77, in 1,261 comparably reporting institutions, the 633,491 men gained 2.6% and the 588,648 women increased by 4.9%. By

categories, the numbers of schools and gains and losses for freshman men and women, respectively, were as follows: 117 unitary systems, +6.5% and +4%; 97 public-complex, +1.6% and +5.3%; 63 private-complex, +10.7% and +.9%; 240 multipurpose, -.6% and +3.1%; 609 arts and sciences, +.6% and +9.4%; 29 music, fine arts, and applied arts, +12.3% and +17%; 55 technological, business, and related, -.05% and +11.9%; 51 Bible, -5% and -6.3%.

Attention was given in this section of the ACT-UC report for 1975-76 to the special significance of the growing enrollments of women in collegiate institutions, and those observations retain their validity without restatement.[7] In view of the loss of men in both full-time and part-time counts, the holding power of the women and their important gains in many areas in the full-time, part-time, and freshman columns were all the more important. Without their bolstering effect, the overall enrollment, especially in the part-time field, would have sustained a serious loss.

Geographical patterns of full-time collegiate enrollments. An historic feature of these annual studies is the focus upon the geographical patterns of full-time collegiate enrollments by states and regions. Such enrollments for 1976-77 are set forth in Table 13. In the 1,486 institutions reporting comparably for this report, full-time enrollments and plus or minus percentage changes by geographic regions are cited as follows: New England, 289,292 (-2.3%); Middle Atlantic, 881,707 (-2.2%); East North Central, 861,780 (-.2%); West North Central, 386,336 (+1.6%); South Atlantic, 531,376 (+1.3%); East South Central, 319,100 (+1%); West South Central, 463,591 (+3.4%); Mountain, 261,677 (-3.1%); Pacific, 554,500 (+2.2%); and Commonwealth and Territorial, 21,711 (+16.2%). The top regional percentage gainers in rank order were Commonwealth and Territorial (+16.2%); West South Central (+3.4%); and Pacific (+2.2%). The regions in greater decline were Mountain (-3.1%); New England (-2.3%); and Middle Atlantic (-2.2%).

The geographical patterns of enrollments in 1976-77 reflected a continued collegiate gain in the South, Southwest, and Pacific areas in the 50 states at the expense of the New England, Middle Atlantic, East North Central, and

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[7] Garland G. Parker, *Collegiate Enrollments in the U.S., 1975-76: Statistics, Interpretation, and Trends in 4-Year and Related Institutions*, ACT Special Report Seventeen (Iowa City, Iowa, The American College Testing Program, 1976), pp. 12-14.

Mountain regions. This is compatible with migration, population growth, and business-industrial trends that have become increasingly obvious in recent years.

Enrollment of veterans registers drastic loss of 33.3%. One of the major reasons for the marked slackening of the enrollment pace for 1976-77 was the drastic fall-off in the registration of veteran and related student groups. An official report provided to the author on behalf of the Veterans Administration indicated that the number of veterans and related students enrolled in U.S. institutions decreased in the 1976-77 academic year for the first time since the present veterans' education program was initiated in 1966. Under Chapter 31, U.S. Code (former Public Law 894, Korean Vocational Rehabilitation, and Public Law 87-815, Peacetime Vocational Rehabilitation), 14,595 veterans were in college as of November 30, 1976. Chapter 34 benefits, providing readjustment college-level training under Public Laws 89-358 and 90-77, comprehended 835,573 veterans and 21,093 service personnel, a total of 856,666 in training, a decrease of 33.8% since the end of November 1975. This drastic drop in collegiate enrollment under cover of the G.I. Bill resulted principally from the expiration of the 10-year benefit period for all veterans separated from the Armed Forces prior to June 1, 1966, the effective date of the G.I. Bill. Orphans, spouses, and widow(er)s of service personnel or veterans receiving educational benefits under Chapter 35 numbered 60,573, for a decrease of .8%. The total college-level enrollment of all veterans and service personnel was 971,261, a decrease of 33.3%. The figure for all veterans, service personnel, spouses, widow(er)s, and sons and daughters at the college level was 931,834, a decrease of 31.9%. Veterans enrolled in on-the-farm, on-the-job, and flight training programs and other noncollege degree programs totaled 317,414. The grand total of veterans only for all laws and levels was 1,167,582. This figure represents a decrease of 33.4% from the 1975 count of 1,754,289. It does not follow that all of the students formerly covered by G.I. Bill benefits failed to re-enroll solely because of the ending of their coverage in June 1976.[8] Even so, the loss of benefits by 586,707 possible veteran students certainly provided a large potential loss pool into which a large portion of the students disappeared who otherwise might have been expected to enroll. Why, in projections, more attention was not given to this possible cause for a high loss potential remains one of the mysteries in higher education for 1976-77.

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[8]Telephone conversation, by the author, with and confirmed by memorandum of December 18, 1976, from Donald R. Foxvog, assistant director for special projects and magazines, Veterans Administration, Washington, D.C.

Full-time-equivalent (FTE) enrollments lag less than headcount—decrease by .2%. Of increasing importance as a means of measuring the instructional function in and as a funding unit of higher education is the full-time-equivalent (FTE) student. By the adjusted headcount method, full-time-equivalent enrollment is computed by adding one-third of the headcount of part-time students to the actual full-time student headcount. This method yields an FTE total of 5,279,728 in the 1,486 comparable institutions covered in this report, which is an actual decrease of .2% in all comparably reporting institutions. The fact is that FTE enrollment performance for 1976-77 was a bit stronger in the 4-year institutions than in the grand total student headcount category, where the decrease was .8%. By categories, the comparable FTE totals with percentage changes for 1976-77 were as follows: unitary, 1,338,132, -.6%; public-complex, 1,432,112, -1.5%; private-complex, 552,933, +.3%; multi-purpose, 1,036,291 no change; arts and sciences, 709,952, +1.8%; music, fine arts, and applied arts, 21,980, -6.6%; law, medicine, allied health, 26,894, +12.5%; technological, business, and related, 123,064, +1.6%; Bible, 19,296, +1.6%; and theological, 19,074, 6.1%.

The 1976-77 update on law, medicine, and graduate enrollments. For the first time in 1975-76, enrollment information for the annual ACT-UC studies was requested from all institutions enrolling students in the law, medicine, and graduate areas. The collecting, processing, and interpretations of the resultant data is such a massive operation that our current resources are inadequate for the publication of a categorized tabular enrollment survey for these areas comparable to the analysis provided for the total institutional enrollments. Even so, the possession of a data base that, to our knowledge, is unique in the statistics of American higher education permits us to cite summary figures and present an analysis of the results pertaining to these key fields in postgraduate education in this country. The findings for the second year of their inclusion in this study are set forth in subsequent paragraphs.

Law school enrollments reveal a "hold their own" stance—minuscule increase of .1%. Even the student rush into law schools, which has been one of the strongest enrollment thrusts of the 1970s, was slowed in 1976-77 as 103 law schools, with 67,502 students tabulated, barely held their own with a minuscule increase of .1%, in comparison to 3.7% in 1975-76. No doubt, the enrollment rise for 1976-77 in law lagged behind 1975-76 in part because of the space limitations in the law schools, but also because many students may have become skeptical about future job opportunities in the field. Furthermore, the law schools had operating within their environment similar limitations to those that prevailed for all of higher education.

The increasing complexities of society and the seemingly inexorably growing burden of government regulations greatly enhance opportunities for legal activities and the need for legal counsel. For normal administration in business, industry, and all levels of education, legal counsel is a *sine qua non* to a degree unprecedented in our national history. The impact of statutes pertaining to affirmative action, family educational and privacy rights, sex discrimination, minorities, collective bargaining, purchasing, the handicapped, contracts, admissions, personnel, and civil rights generally as well as energy, environmental protection measures, and taxes are illustrative of the mounting need for legally trained staff in a wide range of business, political, and educational activities. While, presumably, there is a limit to the number of persons who can be employed in direct or front-line law assignments, which should be subject to some reasonable projection, the question remains unanswered as to how many lawyers can be absorbed into all other walks of life. Both of these considerations will be important in the years ahead and especially so in the 1980s as students elect to study law and as institutions make decisions on the provision of facilities, faculties, and finances required for their support. Within the law school enrollment total of 67,502, there were 50,121 men accounting for a loss of 3.5%, while the women, with a count of 17,381, registered a striking gain of 12.4%. Obviously, without the surge of the women, law school enrollments for 1976-77 would have been down noticeably. One can conjecture that affirmative action pressure, moves to negate charges of sex discrimination, and the widening professional horizons of many women all contributed to this important development in law school enrollments.

Medical college enrollments continue to grow—up 4.7%. In this second year of our survey of medical school enrollments, the 67 responding medical schools listed 34,279 students and an increase of 4.7%, in comparable institutions. Although this is lower than the 5% increase for 1975-76, it is a meaningful rise in a year marked by sluggish enrollment movements generally. The 27,351 men gained 2.3%, but the 6,928 women moved far ahead with a sharp rise of 15%. Women accounted for 20.2% of total reported medical school enrollments, as compared to 18.5% a year ago. Many of the factors affecting the increase of women entering law also supported the continued upward momentum of women in medicine. To be sure, plant, faculty, and financial limitations will continue to have restrictive effects on enrollments in medicine, but the growing pressure for increased and improved health delivery services probably will keep the services of the medical profession in high demand in the foreseeable future, at least into the mid-1980's.

Graduate school grand total enrollments pitch downward by 5.4%. In this second year of tracking graduate school enrollments for this annual study, the results are again significant in explanation of overall enrollment phenomena for 1976-77. In contrast with the high rise of 6.6% in 1975-76, the 562 responding institutions had a count of 772,948 graduate students, for a loss of 5.4%. Thus, while graduate students provided a strong boost to grand total enrollments in 1975-76, they exerted a great deterrent effect on them in 1976-77. When considered in terms of institutional deficits in state subsidies, agency or foundation grants, and other donor support, this unexpected loss was all the more painful for the schools to bear.

Of the graduate total, 275,536 were full-time students, a decline of 1.9%, and, of them, 170,849 were men who showed a loss of 5.2%, while the 104,687 women gained 3.9%. In the part-time category, there were 252,878 men, a decline of 7.2%, and 244,534 women, a decrease of 7.1%. Women represented 38% of full-time, 49.2% of part-time, and 45.2% of all graduate students.

A look at enrollments in urban institutions—down by 1.5%. For several decades, these annual studies have provided the only annual focus on enrollments in urban area collegiate institutions. As has been emphasized in this section for many years, one of the greatest American challenges in the last quarter of the twentieth century is meeting the needs of the people in the great urban centers of this land. Education is one of the greatest of these needs, and, as has been reiterated in recent years, the challenge of the cities will merit the launching of a national urban-grant program comparable to the land-grant program of the nineteenth century. Such a program has been proposed by numerous educational leaders, and it may be an idea whose time will come in the late 1970's and/or early 1980's. Without such massive aid programs, it is difficult to see how the growing educational problems of the cities will be solved. Indeed, the slackening of enrollments in and the burgeoning financial problems of the urban institutions in 1976-77 offer impressive evidence of this modern plight of the cities.

This review of urban enrollments is based on reports from 101 comparably reporting members of the Association of Urban Universities that responded in time for inclusion in this study. These schools indicated a grand total of 1,521,595 students, a loss of 1.5%. Within this total, 1,017,320 were full-time registrants who supported a small gain of .3%. The part-time total was 504,275, which accounted for a sharp decline of 5%. In view of the importance of all education but especially the vital role of part-time education in the

urban areas, the unexpected 5% decline in part-time students after several years of growth was a real setback to the higher education thrust in the cities.

Sorting the schools and systems by sizes—ranking of the "big 30." There always is great interest manifested by the press, the public, and the institutions in the exclusive annual ranking of the "big 30" institutions and/or systems by size of enrollments. There is no magic in size—either large or small—that brings about quality education. Nevertheless, bigness has had its lure for students as well as for administrators and legislators at the state level. In the quarter century after World War II, the big institutions grew steadily bigger and the trend toward the creation of massive unitary state systems of colleges and universities continued. Increasingly in the 1970's, signs suggestive of a slowdown in enrollments in these educational giants have been appearing. As has been noted, the unitary, public-complex, and the multipurpose schools continued to gain in freshmen, though at lesser than anticipated rates, but they experienced actual losses in grand total enrollments, and, except for the unitary schools, particularly so in part-time categories. The reasons are multiple and partly the result of state enrollment control edicts, but the leveling off and/or the actual decline of enrollments in these large units is a significant development in higher education. In this report segment, we simply set the statistical stage by stating the enrollments and in so doing depict something of the relationship between the state systems and the single- or multiple-campus institutions that is not portrayed in any other setting. The result is a revealing, useful, and factual picture of an important aspect of American higher education. Ironically, our greatest problem in preparing this report section is securing the necessary data from several of the largest systems. We are grateful for the indispensable support and sympathetic interest of many reporting officers in those systems, but is the problem of delayed data reporting a factor inherent in the state system and/or in the institutional size factor? We present the statistically significant and fascinating "big 30" in Table 12.

Perspective on enrollment developments in 1976. When results of this study of 4-year and related institutions are interrelated with those of its companion report on 2-year colleges, it is estimated that grand total enrollments in all 2,532 collegiate-level institutions surveyed in the two reports showed a loss of about .4%. If extrapolated and adjusted to cover the base of 3,055 institutions included in the 1975-76 directory issued by the U.S. Office of Education, the estimate is that their total collegiate-level enrollment for 1976-77 was about 11,225,000, which would be an overall decrease of about .2%.

Viewing them in perspective, one can make some observations about developments generally as well as within the matrix of overall enrollments for 1976-77. In the first place, the fact that grand total enrollments in all institutions appear to have declined, for the first time since 1951, by an estimated .1%, makes 1976-77 a crucial year in the history of higher education. While this probably is not the watershed year for enrollments reflective of the yet-to-come demographic decline, it provides an agonizing preview of possible implications of future losses that may be related to potential downward enrollment trends.

In the records of these annual studies of enrollments in the 4-year schools, the grand total loss for 1976-77 was the first since 1952-53. As previously noted in the 4-year units, full-time men had an actual loss of 1.9%; part-time men students suffered a significant decline of 4.6%. Women showed an important gain of 3% in the full-time column, but experienced a 1.8% loss in the part-time category. Enrollment losses in the graduate area, the unitary state systems, the public-complex units, and the multipurpose schools also were important aspects of enrollment developments.

There are bright spots, however, in the enrollment picture for 1976-77 that deserve attention. Freshman enrollments in the 4-year schools increased by a surprising 3.7%. In the two-year colleges, there likewise was an increase of 8.4% in freshmen. In fact, overall enrollments in the two-year colleges rose by .5%. Indeed, it was only in the public institutions, primarily in the public-complex universities, that the larger losses occurred.

Reasons for enrollment turnabout in 1976-77. After the 1975-76 experience in which enrollments increased almost 10% and projections for 1976-77 indicated a possible 4.5% increase, there was amazement across the nation when enrollments fell some 5% behind expectations. What were the reasons for the enrollment turnabout in 1976-77? Numerous factors were operative in the enrollment holdback in 1976-77. In the first place, the high increase in 1975-76 was abnormal, unjustified by demographic patterns, and reflective largely of the then prevailing poor economic and job-scarcity conditions. With an improving economy and a more favorable job market for college-trained people in the first six months of 1976, a large number of recent college returnees, and other students, after an additional year of schooling, entered the then more promising job market rather than continuing their collegiate training. By July, 1976, however, the nation's economy slowed or "paused" on its way to recovery and the unemployment level began to rise. Throughout the July-October, 1976, months, these movements continued, and many

would-be students either failed to enter or withdrew from college. A very important cause, already referenced in this report, was the drop of some 33% in the enrollment of veterans, pursuant to the expiration of the G.I. benefits in June, 1976. The potential loss of over 500,000 students nationally from this one cause contributed significantly to the total enrollment decline. The fact that student fee levels have continued to rise about 6% per year and that the consumer price index has advanced at about the same or a somewhat higher rate obviously have impacted severely on both students and the institutions they attend or seek to enter. Financial aid funding, though increased in many areas, failed to keep pace with rising student needs. The limits placed on enrollments in public units by state boards, legislatures, and the institutions themselves in many states held back enrollments in the public colleges and universities. These limitations helped to stimulate enrollments in private schools but all too often simply precluded the enrollment of many students. In reflection of the competition for admissions placement that had increased in the two prior years, it is quite likely that the 1960's phenomenon of multiple applications appeared again in 1976, with the possible result that many projectionists were misled by the larger number of applications for fewer candidates than they had calculated. Indeed, admissions into many institutions and programs may have been closed prematurely because of this fact. In view of the heavy emphasis given in recent years to the increased enrollment of women, minorities, and adult or continuing education students, it is possible that the current market for these students had reached a demand plateau. In these areas, retention will become increasingly a prime concern, and future increases may occur at much reduced growth intervals compared to those of the past.

The combination of these and perhaps other factors impacted particularly upon graduate, upper division, part-time, adult, and continuing education students, but, as already noted, the stronger showing of freshmen is an encouraging sign for the years just ahead.

Impact of enrollment shortfall in 1976-77. What are the implications arising from the shortfall in enrollments in 1976-77? In the 4-year colleges, in comparable situations, the actual decline of .8%, although happily a very slight one, was the first recorded in this study series since 1952-53. For almost all schools in the nation, in a time of dire financial need, the enrollment lag meant a critical loss in funds either in fees income, state funding, or both. The impact of the enrollment stall in 1976-77 will follow through to affect the course of and the funding of higher education in the next several years

because of the restricted enrollment base on which to project student counts in the years just ahead. The loss of over 3% in part-time enrollment in the 4-year schools surely has significance for the status and future of many continuing and adult education programs that have been mounted in recent years.

For the students who did enroll in 1976-77, still in great numbers, there well may be more room, more course opportunities, better advising, and, perhaps, even better educational opportunities. The recruitment of would-be admissions applicants will result in intensified and keener competition among the schools inviting them to attend. For faculties and those seeking job opportunities in higher education, the enrollment developments of 1976-77 were not encouraging. Money for salary increases and program improvement will be scarcer and job openings will be fewer. Class and student loads for faculty are likely to be increased. There may be serious cutbacks ordered by administrations and boards based on financial exigencies that will result in job losses for some of those now employed. To be sure, the enrollment turnaround of 1976-77 has had and will continue to have a serious and negative impact on higher education overall.

Is the enrollment downturn in 1976-77 temporary or longterm? As we think of the future, it is important to realize that the enrollment downturn for 1976-77 is not the long-predicted decline scheduled for the early 1980s in reflection of the demographic trends that will manifest themselves in those years. The enrollment developments for 1976-77 reflected a combination of factors peculiar to that year, of which some will have protracted influence in coming years and others may or may not do so. There is no doubt that we will live and work with the 1976-77 enrollment base and its effects for the next several years. We will not regain lost ground in veteran enrollments, and there are lesser gain margins to be expected annually in the enrollments of women, minority, and adult education contingents than was the case in the 1970-75 period.

A big question is whether or not the recent economic and employment downturn that can be tracked statistically will continue, be stayed, or be reversed in the Carter administration. Even if government measures are undertaken to stimulate the economy, what will be their effect on the higher education fiscal environment in terms of inflation, appropriations of state legislatures, largesse of the federal government, and the generosity of private donors? How will higher education fare in the fight for favor in the economic

marketplace? With welfare programs, national defense, public education below the college level, urban rehabilitation, prison reform, rapid transit, and other vested social and economic considerations, how high will the higher educational priority be in the fiscal scheme of things? These are vital questions pertaining to the future of higher education at this critical juncture in 1977, but the existing circumstances provide little reason for great optimism in respect to their answers.

Enrollment picture for the remaining 1970s. This observer has predicted that the enrollment grand total would continue to rise throughout the 1970s, but there was a greater shortfall in enrollments in 1976-77 than he, along with many others, had anticipated. On a demographic basis alone, there is reason to suggest that collegiate enrollments may maintain themselves and even show modest gains over 1976-77 throughout the remaining 1970s. Barring a continued business downturn and/or an accelerated inflationary spiral, enrollments could rise through 1980-81 on an average of, perhaps, from .5% to 1% per year. Whether or not they will do so will depend greatly upon the local, state, and national responses to the circumstances confronting us in those years. An increase that may reach 2-3% is quite possible for 1977-78.

Looking ahead into the 1980s. If the historic mix among collegiate clientele groups should be maintained in the 1980s, national birthrate and high school graduate patterns are such that enrollments may rise slightly in the remaining 1970s, decline slowly in the early 1980s, and then fall off sharply in the later years of that decade.[9] In fact, the overall decrease may reach 25-30% by the end of the 1980s. According to data provided as of August 30, 1976, by Martin Frankel in the National Center for Education Statistics, the latest projection of the National Center indicates that the peak year for U.S. degree-credit collegiate enrollments in the 1980s will be 1982-83, when they will reach 11,369,000. The NCES projection is that the crest year for total degree-credit and non-degree-credit enrollment will be 1983-84, with an estimate of 13,629,000 students.[10] The judgement of this observer is that the enrollment crest may be reached by 1980-81 or 1981-82.

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[9] Garland G. Parker, *Collegiate Enrollments in the U.S., 1975-76: Statistics, Interpretation, and Trends in 4-Year and Related Institutions*, ACT Special Report Seventeen (Iowa City, Iowa: The American College Testing Program, 1976), p. 11.

[10] Unpublished information provided under cover of letter from Jean Brandes, National Center for Education Statistics, Department of Health, Education, and Welfare, August 30, 1976.

Is enrollment decline in the 1980s inevitable? The potentiality of such decline, however, does not indicate that a decrease of such magnitude is inevitable in the 1980s nor that the developments of that decade would necessarily be all bad. There are problems ahead in the 1980s, but, also, there are promises in the collegiate future of the nation, if we have the vision, the vigor, and the resources to grasp and to realize them. For the first time in our history, we can expect to have the faculty, the expertise, the time, the interest, the concern, and, it is hoped, the facilities to support programs for significant student groups who heretofore have not occupied prominent places on the educational scene. The big question is whether or not we will have the finances and social support necessary to fund and sponsor the altered service functions that are possible and desirable in the educational delivery system of the 1980s. In our planning, if we undertake effectively to demonstrate the need, we have to assume that the requisite finances and support will be available. Any other course almost assures academic bankruptcy to the detriment not only of the schools but also of society as a whole.

Problems and promises for the future. What constructive and/or remedial measures are in order? It is apparent that many postsecondary institutions, as well as both public and private agencies supportive of them, already are undertaking measures to counteract potential losses and to improve the educational delivery system. There should be the highest priority upon institutional planning now and in the later 1970s for the leaner years ahead. The institution that waits until "1984" to plan for that long heralded date may find it already is or soon may be too late. Without such planning ahead, there truly will be a number of endangered species in the academic environment. These will comprehend not only certain student categories but also faculty and administrators, certainly some admissions officers, and even many institutions. Also, some of the tender plantings in the academic garden over the last decade—educational development programs for minority and disadvantaged groups, studies related to women and ethnic groups, and various other innovative curriculum developments—could be among the first victims of the academic budget knife. Although faculties may view the prospects negatively, legislators, state boards, other support groups, and society as a whole will view with favor increased emphasis on better advising, teaching improvement and, indeed, all possible efforts to enhance teacher productivity and teaching effectiveness. At the same time, inconsistent though it may appear to be, larger classes and student loads for faculty loom likely in future years.

What are some of the student groups and services on which rest the potentialities for the future in American higher education? Full-time students at both the undergraduate and graduate levels will continue to be fundamentally important in our major institutional programs, functions, services, and finances. The institution that ignores them or slights them in its planning for the future will do so at its own peril. Granted that there are some students in college who may be maladjusted academically and perhaps should not even be there, there still are millions in the current collegiate-age cohort who are barred from attendance by excessive fees and inadequate personal finance. If fees can be held within reasonable limits, if financial aid can be extended to more of the needy, and if the latter can be more highly motivated to enter higher education institutions, the projected decline in the number of high school graduates can be slowed and in some states possibly even halted.

Another area of promise is growth in international education. As faculty, space, facilities, and programs become more flexible and available in a depreciating student economy, there will be an increased interest in the gearing of academic programs more to the needs of foreign students at all levels and to varied purposes, ranging from short-term technical or vocational training courses to full-blown doctoral programs. While this writer is highly supportive of an adequate U.S. defense system, he cannot help but speculate concerning the high dividends and positive foreign relations returns that may and should be forthcoming from a sound set of programs in international education.

Another promising program area is the increase of services to adults, women, minorities, and continuing education students, particularly in the area of part-time education. It will take sound but aggressive promotional programs to inform the public concerning the expansion of service to these potential students and to generate in them an appreciative understanding of their need for further education in this ever-changing and increasingly complex world.

There will be continued priority in the higher education community, also, for the expansion of present policies and the engagement in more innovative programs pertaining to credit-by-examination, experiential learning, independent study, consortium arrangements, and the design of special and/or irregularly scheduled academic programs suitable for certain population segments to whom these matters are important.

No doubt, there are other approaches not only to the maintenance but also to the improvement of the nation's higher education system. Indeed, there is need for all concerned persons in and outside of higher education to set their minds and institutional systems to work in the academic and educational creativity for which there will be such an increasing need in the future. Constructive and vigorous attention needs to be given to all areas of promise, but this observer sees no way in which all of the slack deriving from the demographic decline can be taken up in the 1980s. At the very minimum, we must anticipate a 15-20% loss from the peak of the 1970s to the nadir of the 1980s, and, as already indicated, it well may be as great as 25-30%.

In summary, while there must be emphasis placed upon the foreseeable circumstances that imply problems in the future and give rise to understandable and even increasing pessimism, there is even greater need to be aware and supportive of the promises implicit in our educational future. If our institutions prepare appropriately and if we can garner the requisite support from all parties both public and private, enrollments in the 1980s may not always be conceived of as crisis concerns but could provide a field of promise that may yield heretofore unattainable educational harvests. To some extent, at least, the future may be affected by the efforts of those in the higher education community and its supporters. The needs and promises of the higher education enterprise must be communicated to donors, the public, and governance groups at the state and national levels in the most effective manner possible. Not only is the provision of quality higher education important for the children and grandchildren of the present generation, but also it has a vital relationship to the future of the nation in the appropriate training of the educated and responsible citizenry necessary for the effective operation of the system of representative democracy in this land.

Teacher tabulations and their significance. No portion of the data for these annual studies is more difficult to obtain or interpret than that on the teaching force in American institutions of higher education. In addition to the exceedingly complex teaching relationships within institutions, some units are reluctant to reveal teaching information, and some object to or cannot execute the actual counting process that often is time-consuming. Yet, the teachers occupy the central position in the educational process; the data on them is vital to that process and deserves to be shared. The author is appreciative to the hundreds of institutions that do provide teacher reports promptly and completely.

A study of teacher statistics by the reader should be undertaken, however, with care. Because of the many variables in the teacher-student relationship, hasty conclusions on student-teacher ratios may be in error. For example, it should be understood that in the case of a cooperative education school, half or more of the institutionally related students may be on work section rather than in school at any given time. Nevertheless, these reports provide the only continuous and up-to-date source of teacher information that is compatible with enrollments on the reporting date. Thus, they provide a unique and valuable reference for further study and research concerning the teaching staff in postsecondary institutions.

Teacher statistics are set forth in Tables 1-10 along with the student enrollments. For this tabulation, a full-time teacher is defined as one who devotes half time or more to actual teaching duties. Others who teach part time are included in the grand total, but faculty members on leave of absence or with administrative or other assignments that preclude teaching are not included. Certainly, both research and administration are recognized as indispensable functions in the higher education system, but no component is more important than the teachers, and an important service is rendered when the vital data on teachers are shared for information and study.

Note on late reports and nonresponding schools. To the representatives of the 1,593 institutions covered in this report, our thanks are extended. The high response rate of institutions is viewed as a confidence vote in this enormous statistical and interpretive undertaking. The objective is to handle the information responsibly and to provide interpretations as accurately and objectively as possible. At the same time, in view of the nongovernmental sponsorship of this study, we have the freedom and flexibility to undertake data analysis by various and evolving approaches, to provide interpretive commentary, to identify trends, and to report on related developments in higher education.

For varying reasons each year, some institutions cannot or do not supply enrollment information. We hope that data from these schools will be forthcoming the next year so that these annual studies might become increasingly valuable in the higher education planning process, as a current interpretive document, and as an historical record. On the premise that this extensive annual enterprise is worthwhile and appreciated, we seek to improve it as time, resources, staff, and ideas permit. Reader and reporter comments and suggestions, whether critical or commendatory, are welcome.

ACKNOWLEDGMENTS

In 1960 this writer assumed responsibility for the annual enrollment studies initiated in 1919 by the late Raymond Walters, former University of Cincinnati president. From 1919 through 1973, the studies were published by *School & Society*, later *Intellect*. In 1972-73, The American College Testing Program (ACT) began its nonpublication sponsorship of the study on 2-year college enrollments, and in 1973-74, ACT published a study, prepared by this author, on career education and transfer program enrollments in the 2-year colleges. In 1974-75, ACT published studies on 4-year and related institutions, 2-year colleges, and career education and transfer enrollments. In 1975-76, ACT published both the 4-year and 2-year studies and cosponsored the preparation of these reports with the University of Cincinnati. The author is grateful for the ACT sponsorship and publication support and is especially thankful to Oluf Davidsen, ACT president, and C. Theodore Molen, Jr., ACT program vice president, publications and public affairs division, for their support, encouragement, and counsel. Of course, the able editorial and technical support of Patricia Gartland, ACT publications department director, and her staff members was indispensable.

At the University of Cincinnati, especial thanks are shared with assistant executive director, Donna Ferneding, for her invaluable service as chief administrator of the study. Appreciation is expressed for the expert secretarial and technical assistance of Jean Scherer, secretary, and for the clerical and other help of Donna Hale and Patti Helton. Gratitude is extended to Warren Bennis, president, and to Lawrence Hawkins and John McCall, vice presidents, for their ongoing interest in and support of this venture. All of us are indebted to the registrars and other reporting officers who provided the basic data for this report. Finally, the author is grateful, especially, to his wife, Elizabeth, who for 17 years has had the forbearance necessary and has provided the ongoing personal support essential to the authorship of these annual collegiate enrollment studies.

OFFICIAL DEFINITIONS USED IN THIS ACT SPECIAL REPORT

Student and Teaching Staff Definitions:

The **full-time student** devotes substantially all working or study time to the college curriculum. This is interpreted generally to mean 12 collegiate-credit hours, presumably 75% of a normal load or more, but it may be less for graduate students. The presumption is that students so classified are assessed full-time fees. The **part-time student** normally takes collegiate-credit courses in the late afternoon, on Saturday, in the evening, frequently in the day, or by extension, and enrolls for fewer than 12 credits, or less than 75% of a normal load.

Freshmen are presumed to be full-time students classified as first-year or freshman undergraduates. They are not necessarily first-time, degree-credit students, because such restriction precludes the listing of students registered as freshmen who began their college work in the previous winter, spring, or summer, after the last annual report was published.

Unless otherwise designated, it is presumed that all collegiate credit-hour students at all levels (undergraduate, graduate, and professional) are counted in the various categories.

Two-year college students are those enrolled in collegiate-level credit-hour courses in 2-year (certificate or associate degree level) colleges administered by the institutions completing the reports.

Full-time equivalent enrollment. Full-time equivalent enrollments are not cited by institution, but totals are computed by categories of schools. This provides information broadly indicative of significant trends and developments in higher education above and beyond those revealed by headcount tabulations. The **adjusted headcount method,** whereby full-time equivalent enrollment is interpreted to equal the headcount of full-time students plus one-third the headcount of part-time students, is used.

The **full-time teaching staff** is composed only of those persons who hold the rank of instructor or its equivalent, and those of higher rank, in full-time employment, who give at least half their time to instruction. The **total teaching staff** includes both **full-time** and **part-time** teaching staff not on leave, including lecturers, fellows, teaching assistants, research assistants (if they teach), and others who teach. Cooperating teachers in public or private schools who supervise student teachers for colleges and universities are not covered in this study.

Institutions surveyed in this report are universities, 4-year colleges, upper-division colleges, other baccalaureate degree-granting schools; graduate, professional, and theological schools; and junior or 2-year colleges administered by the above-defined schools that have regional asscciation, professional organization, and/or state agency recognition, approval, or accreditation.

Institutional Classification Definitions:

Unitary state college and university systems—multi-campus college or university systems administered centrally by a statewide board of directors or trustees and a statewide president or chancellor

Public universities of complex organization—public institutions of complex organization that offer baccalaureate degrees in many disciplines and graduate programs through the doctoral level in three or more fields

Private universities of complex organization—private institutions of complex organization that offer baccalaureate degrees in many disciplines and graduate programs through the doctoral level in three or more fields

Multipurpose colleges and universities—public and private colleges and universities that have multipurpose educational functions but do not offer graduate work through the doctoral level in more than two fields

Independent colleges of arts and sciences (liberal arts)—independent public and private colleges whose primary function is to offer baccalaureate programs in the arts and sciences

Music, fine arts, and applied arts schools—public or private schools that offer baccalaureate and/or graduate training in music, fine arts, or applied arts as their primary educational function

Independent law, medicine, and allied health schools—public or private institutions whose primary function is to offer specialized training at the baccalaureate and/or professional or graduate levels

Independent technological, business administration, and related schools—public or private institutions whose primary function is to offer specialized training at the baccalaureate and/or graduate levels

Bible schools and colleges—private institutions whose primary function is to offer baccalaureate programs in biblical studies

Theological schools and schools for lay workers—public or private schools whose primary purpose is to give theological training in postbaccalaureate professional or graduate programs to religious professionals and lay workers

Elsewhere in this report, these classifications may be abbreviated as follows: unitary systems; public-complex; private-complex; multipurpose; arts and sciences; music, fine arts, and applied arts; law, medicine, and allied health; technological and business; Bible; and theological schools. As circumstances change, shifts from one category to another may be necessary. Institutional representatives are invited to consult with the author when reclassification appears to be in order.

* * *

Note. In the tables, "S.C." or "S.U.," i.e., "State College" or "State University," is an institutional name which indicates public status. Where the designation is not made clear by the name, a "*Pub*" entry follows the name of the school. Other listed units are private schools.

TABLE 1

Unitary State College and University Systems

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
California State U. & C. System, incl.	(100,045)	(82,498)	(323,028)	---	---
Calif. S.C., Bakersfield	863	792	3,411	---	---
Calif. S.C., Dominguez Hills	2,466	1,672	7,977	---	---
Calif. S.C. at San Bernardino	1,386	1,007	4,645	---	---
Calif. S. Poly. U., Pomona	6,288	3,142	13,627	---	---
Calif. S. Poly. U., San Luis Obispo	8,278	4,719	15,343	---	---
Calif. S.U. at Fullerton	6,300	4,780	21,989	---	---
Calif. S.U. at Hayward	3,461	3,174	12,317	---	---
Calif. S.U. at Long Beach	8,723	8,027	33,410	---	---
Calif. S.U. at Los Angeles	5,934	4,962	25,639	---	---
Chico S.U.	5,517	5,156	14,171	---	---
Fresno S.U.	5,609	4,908	15,591	---	---
Humboldt S.U.	3,538	2,377	7,567	---	---
Northridge S.U.	7,806	6,821	28,391	---	---
Sacramento S.U.	7,060	5,568	23,417	---	---
San Diego S.U.	9,833	8,837	31,811	---	---
San Francisco S.U.	5,976	6,745	24,162	---	---
San Jose S.U.	7,980	7,124	30,210	---	---
Sonoma S.C.	2,111	1,952	5,791	---	---
Stanislaus S.C.	916	735	3,559	---	---
Louisiana State U., incl.	(19,489)	(14,836)	(46,967)	(1,587)	(2,923)
Alexandria	447	557	1,506	72	72
Baton Rouge	11,838	8,331	25,263	950	1,635
Eunice	272	292	992	34	40
Medical Center	1,227	755	2,087	---	---
New Orleans	4,772	4,057	14,024	410	1,020
Shreveport	933	844	3,095	121	156
Oregon State System, incl.	(27,245)	(19,568)	(60,548)	(2,936)	(3,575)
Eastern Oregon S.C.	683	565	1,471	76	91
Oregon C. of Education	1,126	1,527	3,432	---	---
Oregon Inst. of Tech.	1,456	558	2,345	142	164
Oregon S.U.	9,246	5,572	16,184	1,450	1,686
Portland S.U.	4,316	3,378	15,092	---	---
Southern Oregon C.	1,860	1,634	4,404	203	211
U. of Oregon Main Campus	7,871	6,166	16,762	983	1,261
U. of Oregon Dental School	315	87	405	82	162
U. of Oregon Medical School	372	81	453	---	---
S.U. System of Florida, incl.	(40,114)	(31,288)	(107,402)	(4,498)	(4,940)

(continued)

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Florida Atlantic U.	1,900	1,586	6,908	285	285
Florida International U.	2,407	1,785	9,959	394	434
Florida S.U.	8,375	8,762	21,553	---	---
Florida Tech. U.	3,620	2,336	9,508	353	357
U. of Florida	13,673	8,591	27,962	2,208	2,302
U. of North Florida	760	719	4,223	150	180
U. of South Florida	7,763	6,384	22,272	869	1,113
U. of West Florida	1,616	1,125	5,017	239	269
State U. of New York System	118,218	107,243	342,855	---	---
State U. & Cmty. C. System of Tennessee, incl.	(28,070)	(24,363)	(83,944)	(2,808)	(3,213)
Austin Peay S.U.	1,593	1,554	4,487	154	171
East Tenn. S.U.	3,547	3,541	10,074	417	462
Memphis S.U.	6,509	5,495	21,269	690	809
Middle Tenn. S.U.	4,166	3,669	10,241	433	452
Tenn. S.U.	1,936	2,125	5,526	211	212
Tenn. Tech. U.	3,391	2,017	7,134	309	327
10 Tenn. Cmty. C.	6,928	5,962	25,213	594	780
U. of Arkansas System, incl.	(11,848)	(8,888)	(27,822)	(859)	(1,031)
Fayetteville	6,450	3,955	12,950	---	---
Little Rock	2,405	2,196	8,643	281	373
Medical Ctr.	869	474	1,437	315	383
Monticello	848	723	1,730	104	107
Pine Bluff	1,276	1,540	3,062	159	168
U. of California, incl.	(69,134)	(50,729)	(128,648)	(6,326)	(14,408)
Berkeley	16,597	10,481	29,344	1,401	3,284
Davis	9,046	7,093	17,438	884	1,823
Irvine	5,232	3,628	9,647	413	1,016
Los Angeles	17,449	13,065	32,443	1,626	3,603
Riverside	2,768	1,959	5,071	266	568
San Diego	5,917	3,684	10,168	600	1,210
San Francisco	2,132	1,341	3,473	369	1,036
Santa Barbara	7,300	6,705	14,903	518	1,307
Santa Cruz	2,693	2,773	6,161	249	561
U. of Colorado, incl.	(15,120)	(10,972)	(34,117)	(1,724)	(2,682)
Boulder	11,038	7,625	21,061	920	1,284
Colorado Springs	1,184	903	3,668	86	197

(continued)

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Denver	2,306	1,675	7,958	170	354
Medical Center	592	739	1,430	548	847
U. of Maine, incl.	(9,472)	(8,215)	(26,750)	(1,284)	(1,391)
Augusta	519	436	3,167	57	62
Farmington	497	1,148	1,978	90	90
Fort Kent	242	160	598	21	23
Machias	267	292	743	36	43
Orono incl. Bangor	5,278	3,605	10,688	765	803
Portland-Gorham	2,185	2,085	8,307	259	314
Presque Isle	484	489	1,269	56	56
U. of Maryland, incl.	(20,042)	(17,956)	(60,270)	(2,639)	(5,426)
Baltimore	1,978	2,277	4,713	739	1,008
Baltimore County	2,452	2,565	5,679	252	376
College Park	14,796	12,581	36,761	1,534	3,454
Eastern Shore	412	347	994	81	88
University C.	404	186	12,123	33	500
U. of Massachusetts, Amherst Campus	12,022	9,063	24,107	1,199	1,243
U. of Missouri, incl.	(23,107)	(14,338)	(52,048)	(2,183)	(6,650)
Columbia	11,641	8,666	23,863	1,050	3,915
Kansas City	3,907	2,566	11,292	492	1,108
Rolla	3,604	547	5,211	299	815
St. Louis	3,955	2,559	11,682	342	812
U. of Nevada, incl.	(7,645)	(4,315)	(31,718)	(751)	(2,001)
Clark Co. C.C.	1,318	440	8,260	92	428
Las Vegas	2,125	1,413	8,210	282	539
Northern Nevada C.C.	159	27	1,059	20	123
Reno	3,213	2,200	7,504	289	522
Western Nevada C.C.	830	235	6,685	68	389
U. of North Carolina, incl.	(43,645)	(40,036)	(104,807)	---	---
Agric. & Tech.	2,273	2,134	5,515	---	---
Appalachian S.U.	3,587	3,870	8,561	---	---
Asheville	492	449	1,499	---	---
Central U.	1,659	2,243	4,765	---	---
Chapel Hill	9,241	8,060	20,293	---	---
Charlotte	2,922	2,163	7,815	---	---

(continued)

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
East Carolina U.	4,564	5,280	11,696	---	---
Elizabeth City S.U.	634	842	1,651	---	---
Fayetteville S.U.	767	1,056	1,940	---	---
Greensboro	1,809	4,776	9,733	---	---
North Carolina S.U.	9,708	3,415	16,903	---	---
Pembroke S.U.	922	1,024	2,187	---	---
School of the Arts	208	177	402	---	---
Western Carolina U.	2,687	2,251	6,380	---	---
Wilmington	1,444	1,170	3,373	---	---
Winston-Salem S.U.	728	1,126	2,094	---	---
U. of Puerto Rico	15,044	19,090	42,307	2,127	2,210
U. of Tennessee, incl.	(19,141)	(14,716)	(48,550)	(2,548)	(3,216)
Chattanooga	2,083	1,837	6,162	244	336
Knoxville	12,955	9,738	29,711	1,340	1,741
Martin	2,241	2,002	5,082	248	257
Medical Units	1,261	653	1,979	591	751
Nashville	601	486	5,616	125	131
U. of Texas System, incl.	(40,629)	(28,432)	(92,255)	(3,232)	(4,635)
Arlington	7,234	3,946	16,745	555	1,075
Austin	21,127	15,478	41,387	---	---
Dallas	841	687	4,416	199	269
El Paso	5,927	4,153	14,795	373	522
Health Science Center at Dallas	821	286	1,240	558	795
Health Science Center at Houston	969	798	1,928	411	575
Health Science Center at San Antonio	814	529	1,437	485	571
Medical Branch at Galveston	761	550	1,338	366	425
U. of Texas at Permian Basin	297	290	1,471	79	114
U. of Texas at San Antonio	1,838	1,715	7,498	206	289
U. of Wisconsin System, incl.	(59,777)	(48,843)	(143,374)	---	---
Center System	3,189	2,476	8,565	---	---
Eau Claire	3,785	4,545	9,974	---	---
Green Bay	1,302	1,027	3,641	---	---
La Crosse	3,362	3,439	7,756	---	---
Madison	18,296	13,328	37,924	---	---
Milwaukee	7,824	6,700	24,686	---	---
Oshkosh	3,758	3,570	10,099	---	---
Parkside	1,590	1,050	4,984	---	---

(continued)

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Platteville	2,677	1,187	4,447	---	---
River Falls	2,357	1,802	4,873	---	---
Stevens Point	3,972	3,298	8,522	---	---
Stout	2,834	2,617	6,066	---	---
Superior	1,133	675	2,450	---	---
Whitewater	3,698	3,129	9,387	---	---
TOTALS	**679,807**	**555,389**	**1,781,517**	**36,701**	**59,544**

TABLE 2

Public Universities and Institutions of Complex Organization

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Auburn U.	10,850	7,312	21,380	1,114	1,682
B					
Ball S.U.	6,490	7,271	19,481	843	931
Bowling Green S.U.	6,631	8,463	17,875	710	1,290
C					
City University of New York, incl.	(59,117)	(63,352)	(203,495)	(8,576)	(14,892)
Bernard M. Baruch C.	4,885	3,414	14,499	400	650
Brooklyn C.	7,363	8,243	24,438	950	1,450
City C.	7,066	4,860	16,738	800	1,350
Grad. School and U. Center	1,260	1,182	3,440	70	1,274
Herbert H. Lehman C.	2,804	4,087	11,417	422	592
Hunter C.	2,274	6,177	19,614	700	1,209
John Jay C. of Criminal Justice	2,990	1,506	7,229	270	417
Medgar Evers C.	780	1,793	3,041	99	149
Mt. Sinai School of Medicine	289	94	383	740	1,669
Queens C.	6,405	7,528	22,641	1,372	1,838
Richmond C.	673	616	2,611	155	180
York C.	1,403	1,764	4,572	200	276
8 Community Colleges	20,925	22,088	72,872	2,398	3,838
C. of William and Mary	2,677	2,483	6,011	390	430
Colorado S.U.	8,730	6,962	17,426	1,009	1,821
E					
East Texas S.U.	3,217	2,785	9,827	324	643
I					
Illinois S.U.	7,093	8,854	19,049	778	866
Indiana S.U., incl.	(5,395)	(4,736)	(14,479)	(704)	(818)
Evansville	1,051	804	2,965	82	148
Terre Haute	4,344	3,932	11,514	622	670
Indiana U.	24,192	20,938	77,948	3,015	4,401
Iowa S.U. of Science & Tech.	12,126	7,403	22,443	1,704	1,853

(continued)

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
K					
Kansas S.U.	8,729	5,907	18,220	793	1,426
Kent S.U.	8,103	7,807	20,374	868	1,378
L					
Lincoln U.	553	517	1,100	72	87
Louisiana Tech. U.	4,458	3,228	8,821	361	395
M					
Miami U.	7,540	7,468	17,824	766	789
Michigan S.U.	19,652	16,844	47,796	3,227	3,517
Mississippi S.U.	6,485	3,727	11,727	610	673
Montana S.U.	4,893	3,621	9,340	477	543
N					
New Mexico S.U.	5,487	3,306	11,184	511	582
North Dakota S.U.	3,841	2,584	7,881	268	414
North Texas S.U.	5,746	5,116	17,016	664	1,113
Northern Arizona U.	4,540	3,713	10,579	444	495
Northern Illinois U.	7,721	8,030	25,021	1,040	1,173
O					
Ohio S.U.	27,439	19,677	53,844	---	---
Oklahoma S.U.	11,088	7,180	21,301	810	1,649
P					
Pennsylvania S.U.	31,485	17,875	67,138	2,589	4,990
Purdue U., incl.	(19,626)	(11,692)	(42,888)	(2,254)	(2,706)
Main Campus	17,030	9,695	30,422	1,911	2,019
Calumet Campus	1,383	1,078	6,883	199	342
Fort Wayne	900	527	3,650	143	288
North Central Campus	313	392	1,933	1	57

(continued)

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
R					
Rutgers U., incl.	(15,976)	(13,758)	(46,491)	---	---
Camden Campus	1,920	1,396	5,069	---	---
New Brunswick Campus	10,978	10,035	31,729	---	---
Newark Campus	3,078	2,327	9,693	---	---
S					
South Dakota S.U.	3,272	2,533	6,999	308	345
Southern Illinois U., incl.	(16,009)	(10,327)	(35,823)	(1,712)	(2,311)
Carbondale	11,958	6,795	22,117	1,131	1,286
Edwardsville	4,051	3,532	13,706	581	1,025
T					
Texas A & M U., incl.	(20,423)	(10,751)	(36,363)	(1,817)	(2,030)
Main Campus	16,532	7,559	27,547	1,368	1,510
Moody C.	376	75	491	33	46
Prairie View	1,960	1,961	5,118	284	323
Tarleton S.C.	1,555	1,156	3,207	132	151
Texas Tech. U.	10,457	7,536	22,176	968	1,404
Texas Women's U.	372	5,293	8,736	390	606
U					
U. of Akron	6,817	5,715	22,017	774	1,519
U. of Alabama	7,534	6,032	16,567	826	1,203
U. of Alabama in Birmingham	3,690	3,397	12,539	1,050	1,193
U. of Arizona	11,242	8,950	28,838	1,567	1,872
U. of Cincinnati	13,789	9,963	38,274	1,747	3,217
U. of Connecticut	10,003	7,739	22,490	987	1,201
U. of Delaware	6,545	6,561	18,322	787	1,144
U. of Georgia	9,888	8,407	22,313	1,894	1,938
U. of Hawaii	1,493	1,060	3,515	157	229
U. of Hawaii at Manoa	8,378	7,899	21,368	1,177	1,592
U. of Houston	9,667	6,809	29,812	1,096	1,646

(continued)

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Idaho	4,382	2,135	8,168	364	685
U. of Illinois, incl.	(30,640)	(20,314)	(58,342)	(3,993)	(8,805)
Chicago Circle	9,688	6,840	20,252	946	1,311
Medical Center Chicago	2,381	1,705	4,538	619	3,450
Urbana-Champaign	18,571	11,769	33,552	2,428	4,044
U. of Iowa	10,282	7,462	23,046	1,166	2,515
U. of Kansas	10,314	7,698	24,372	1,247	1,288
U. of Kentucky	9,890	7,353	22,525	---	---
U. of Louisville	6,672	3,645	16,300	708	1,718
U. of Michigan, incl.	(21,755)	(14,713)	(45,823)	(2,214)	(4,487)
Ann Arbor	18,678	12,546	36,863	---	---
Dearborn	1,970	1,217	5,275	---	---
Flint	1,107	950	3,685	---	---
U. of Minnesota	24,542	17,315	55,656	3,505	4,765
U. of Mississippi, incl.	(5,655)	(3,720)	(10,434)	(677)	(871)
Main Campus	4,774	3,193	8,989	324	484
Medical Center	881	527	1,445	353	387
U. of Montana	4,110	2,944	8,436	463	498
U. of Nebraska, Lincoln	10,420	6,964	22,179	1,257	1,479
U. of New Mexico	9,296	7,531	21,529	957	1,171
U. of North Dakota	3,858	3,095	8,858	423	813
U. of Oklahoma	9,333	5,726	20,010	717	1,358
U. of South Carolina, incl.	(10,566)	(7,865)	(27,307)	(1,057)	(1,258)
Main Campus	8,788	6,243	22,477	835	949
Aiken Regional C.	464	540	1,445	57	103
Coastal Carolina C.	589	526	1,395	96	111
Spartanburg Regional C.	725	556	1,990	69	95
U. of South Dakota	2,808	1,973	5,608	312	386
U. of Southern Mississippi	4,191	4,051	11,511	492	571
U. of Southwestern Louisiana	5,366	4,742	12,859	524	538
U. of Toledo	5,798	4,073	17,229	---	---
U. of Utah	10,215	6,087	21,661	---	---
U. of Vermont	4,036	4,310	10,716	670	1,000

(continued)

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Virginia, incl.	(8,942)	(6,055)	(16,519)	(1,300)	(1,451)
Charlottesville	8,620	5,698	15,529	1,256	1,373
Clinch Valley C.	322	357	990	44	78
U. of Washington	16,141	11,280	35,277	2,002	2,437
U. of Wyoming	4,735	3,011	10,904	760	1,199
Utah S.U.	4,463	3,361	9,113	462	462
V					
Virginia Commonwealth U.	5,001	5,885	18,313	628	682
Virginia Poly. Inst. and S.U.	11,752	6,337	21,277	1,178	2,131
W					
Washington S.U.	9,035	6,503	16,762	---	---
Wayne S.U.	13,566	9,594	34,818	1,600	2,300
West Virginia U.	9,886	6,255	20,964	1,380	2,300
Western Michigan U.	8,214	6,989	21,033	847	1,018
Wichita S.U.	3,819	3,108	14,842	---	---
TOTALS	**779,142**	**603,675**	**1,886,502**	**83,081**	**123,193**

TABLE 3

Private Universities and Institutions of Complex Organization

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Adelphi U.	1,794	3,209	10,226	378	728
Advanced Management Inst.	---	---	259	---	17
American U.	3,728	3,094	12,422	366	1,176
B					
Baylor U.	3,945	4,042	8,947	382	471
Boston C.	4,838	5,144	13,612	541	809
Brandeis U.	1,818	1,651	3,563	339	378
Brigham Young U.	11,434	10,383	30,329	1,098	2,089
Brown U. (incl. Pembroke C.)	3,808	2,559	6,785	456	656
Bryn Mawr *W*	106	1,173	1,601	146	180
C					
California Inst. of Tech.	1,494	182	1,676	285	285
Carnegie-Mellon U.	3,040	1,229	4,935	418	496
Case Western Reserve U.	3,996	2,163	8,279	1,050	1,450
Catholic U. of America	2,220	2,054	7,399	386	693
Claremont Graduate School	256	125	917	49	59
Clark U., Mass.	1,078	1,015	3,020	130	232
Clemson U.	5,949	3,137	11,383	520	695
Cornell U.	10,813	6,259	17,858	1,346	2,210
Creighton U.	2,795	1,435	4,797	406	749
D					
Dartmouth *M*	3,072	1,034	4,188	326	391
DePaul U.	3,961	2,758	11,052	336	609
Drew U.	857	815	2,131	120	180
Drexel U.	4,255	1,516	9,434	315	659
Duke U.	5,421	3,389	9,520	---	---
Duquesne U.	3,043	2,191	7,457	291	442

(continued)

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
E					
Emory U.	4,054	2,406	7,334	824	989
F					
Fordham U.	4,819	3,328	14,760	486	892
G					
George Washington U.	4,887	3,260	20,255	1,004	1,391
Georgetown U., D.C.	6,282	4,280	11,478	845	1,284
H					
Harvard U. (incl. Radcliffe C.)	10,538	4,281	15,197	---	---
Hofstra U.	3,276	2,577	9,907	348	566
Howard U.	4,370	4,030	9,750	1,006	1,821
I					
Illinois Inst. of Tech.	2,901	554	6,737	301	460
J					
Johns Hopkins U.	3,102	1,430	10,019	1,155	1,656
L					
Lehigh U.	3,254	851	4,248	329	366
Loyola U., Ill.	4,551	3,402	13,178	653	1,453
M					
Marquette U.	4,936	3,217	10,495	465	772
Massachusetts Inst. of Tech.	6,982	1,291	8,597	1,129	1,688

(continued)

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
N					
Northeastern U.	10,642	6,064	34,299	646	1,964
Northwestern U.	6,932	4,446	15,254	1,179	1,370
Northwood Inst.	116	65	184	12	18
P					
Princeton U.	4,022	1,767	5,920	569	1,059
R					
Rice U.	2,489	1,112	3,673	367	441
Rockefeller U.	80	22	102	205	205
S					
St. John's U., N.Y.	6,414	3,408	15,838	489	728
St. Louis U., incl.	(4,577)	(2,391)	(10,959)	(882)	(1,822)
St. Louis Campus	3,882	2,340	10,167	836	1,766
Parks College	695	51	792	46	56
Southern Methodist U.	3,673	2,909	9,105	476	700
Stanford U.	7,541	3,753	13,043	1,140	1,375
Syracuse U. (incl. Utica C.)	7,752	5,742	19,643	873	1,059
T					
Temple U.	10,559	8,168	35,600	1,633	2,483
Texas Christian U.	1,953	2,328	6,028	306	394
Tufts U. (incl. Jackson C.)	3,294	2,518	6,615	404	1,019
Tulane U. (incl. Newcomb C.)	4,945	2,473	9,202	662	804
U					
U. of Chicago	4,843	2,351	9,310	1,045	1,045
U. of Denver	2,996	2,273	7,714	461	866
U. of Detroit	2,779	1,533	8,158	246	509

(continued)

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Miami	6,907	4,059	14,563	1,062	1,142
U. of Notre Dame *M*	6,541	1,935	8,829	548	740
U. of the Pacific	3,470	2,188	6,173	353	519
U. of Pennsylvania	10,009	5,899	20,060	1,592	5,470
U. of Pittsburgh, incl.	(12,255)	(8,730)	(34,884)	(1,984)	(3,742)
Main Campus	9,927	7,316	29,444	1,797	3,487
Bradford	407	222	794	32	39
Greensburg	356	165	990	28	37
Johnstown	1,394	916	3,137	117	150
Titusville	171	111	519	10	29
U. of Rochester	3,964	2,244	8,136	2,082	2,282
U. of Southern California	10,630	6,520	24,750	1,553	1,962
U. of Tulsa	2,332	1,623	6,309	276	361
V					
Vanderbilt U.	4,188	2,747	7,156	1,107	1,687
W					
Washington U.	5,227	3,185	11,218	1,168	2,141
Y					
Yale U.	5,882	3,323	9,370	1,302	1,355
TOTALS	**304,685**	**191,240**	**695,840**	**42,853**	**68,258**

TABLE 4

Multi-Purpose Colleges and Universities

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Abilene Christian	1,639	1,544	3,979	163	204
Adams S.C.	1,117	996	2,684	118	138
Alabama Agric. & Mech. U. *Pub*	1,840	1,653	4,564	232	292
Alcorn S.U.	1,019	1,297	2,688	112	123
Antioch C.	1,889	2,326	8,905	220	473
Arkansas Baptist C.	364	170	583	11	29
Arkansas S.U.	2,799	2,529	7,112	293	329
Armstrong S.C.	930	1,022	3,276	175	217
Atlanta U.	380	442	1,163	125	165
Augusta C. *Pub*	1,032	1,096	3,647	147	173
B					
Baltimore Hebrew C.	10	97	231	12	25
Bank Street C. of Ed.	22	146	1,002	37	66
Bemidji S.C.	2,202	1,831	5,652	144	193
Black Hills S.C.	784	811	2,542	85	92
Bloomsburg S.C.	2,189	2,655	6,080	277	291
Bob Jones U.	2,075	2,050	4,533	155	284
Boise S.C.	3,376	2,397	10,351	359	499
Bradley U.	2,294	1,712	4,820	252	330
Bucknell U.	1,802	1,270	3,188	200	241
Butler U.	1,097	1,175	4,117	179	299
C					
California S.C., Pa.	1,868	1,523	4,963	333	333
Canisius C.	1,748	893	4,290	160	263
Capital U.	1,054	1,034	2,619	138	166
Catholic U. of Puerto Rico	3,146	5,507	10,804	270	328
Central Connecticut S.C.	4,040	3,377	12,417	430	649
Central Michigan U. *Pub*	6,471	7,147	18,041	670	726
Central Missouri S.U.	4,110	3,714	9,592	419	510
Central S.U.	1,072	840	2,280	108	120

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Central S.U. Okla.	3,841	3,253	12,763	334	415
Central Washington S.C.	2,885	2,731	7,776	---	346
Chadron S.C.	608	642	1,907	86	87
Cheyney S.C.	1,252	1,080	2,834	208	210
Chicago S.U.	1,412	2,066	6,880	267	342
Clarion S.C.	2,285	2,329	5,151	325	345
Cleveland S.U.	5,960	3,974	17,347	538	739
Columbus C. *Pub*	1,642	1,457	5,277	216	256
Concord C. *Pub*	666	751	1,675	83	95
Concordia, St. Paul, Minn.	307	330	668	48	62
Concordia T.C., Ill.	381	591	1,206	74	100
Concordia T.C., Nebr.	447	600	1,125	98	107
Coppin S.C.	567	1,427	2,949	135	207
D					
Dakota S.C.	378	425	922	48	59
Dallas Baptist	505	400	1,228	60	80
Delaware S.C.	930	822	2,167	121	128
Delaware Valley C. of Sc. & Agr.	936	365	1,571	68	88
Delta S.C.	982	1,039	2,899	169	186
Detroit Inst. of Tech.	637	389	1,436	48	118
Drake U.	2,622	1,935	6,458	321	368
Dropsie U.	47	3	71	8	10
Drury C.	525	406	2,344	61	207
E					
East Central Oklahoma S.U.	1,178	1,299	3,602	127	146
East Stroudsburg S.C.	1,500	1,957	4,091	233	243
Eastern Connecticut S.C.	969	1,186	2,939	124	172
Eastern Illinois U. *Pub*	4,173	4,489	9,923	475	495
Eastern Kentucky U. *Pub*	4,807	5,319	13,510	564	639
Eastern Montana C. *Pub*	1,163	1,446	3,395	165	165

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Eastern New Mexico U. *Pub*	1,558	1,418	3,872	178	228
Eastern Washington S.C.	3,095	2,871	6,895	348	381
Edinboro S.C.	2,129	2,925	5,942	438	455
Emporia Kansas S.C.	2,021	2,098	6,007	257	282
Evergreen S.C. *Pub*	1,095	1,034	2,636	118	140
F					
Fairleigh Dickinson U., incl.	(5,489)	(3,586)	(19,029)	(518)	(1,534)
Edward Williams C.	238	121	702	10	42
Madison Campus	1,238	1,081	4,744	112	298
Rutherford Campus	1,262	915	4,742	127	355
Teaneck Campus	2,751	1,469	8,841	269	839
Fairmont S.C.	1,413	1,508	5,145	158	245
Federal City C. *Pub*	1,604	1,684	7,614	387	639
Felician C. *W*	---	512	822	47	66
Ferris S.C.	6,020	3,526	9,934	435	515
Florida Inst. of Tech.	2,345	414	4,287	112	351
Fort Hays Kansas S.C.	1,902	1,779	5,303	273	291
Fort Lauderdale C. of Business	784	37	879	6	51
Fort Valley S.C.	796	774	1,870	141	146
Freed-Hardeman C.	656	738	1,453	59	77
Frostburg S.C.	1,688	1,730	3,581	174	202
Furman U.	1,118	921	2,721	134	179
G					
George Mason U.	2,189	2,283	8,771	315	513
George Peabody C. for T.	351	722	2,129	141	169
George Williams C.	305	485	1,844	63	95
Georgia C. at Milledgeville *Pub*	926	1,323	3,510	142	171
Georgia Southern *Pub*	2,331	2,517	6,110	297	302
Georgia Southwestern *Pub*	723	868	2,302	130	133
Georgia S.U.	4,518	4,691	20,283	721	950
Glassboro S.C.	2,664	3,788	10,454	397	517

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Glenville S.C.	572	658	1,606	70	86
Gonzaga U.	1,783	781	3,077	152	177
Grambling S.U. *Pub*	1,630	1,880	4,051	200	221
Grand Valley S.C.	2,540	2,209	7,540	199	339
H					
Hamline U.	1,059	677	1,816	97	150
Hampton Inst.	946	1,467	2,804	198	224
Harris T.C. *Pub*	301	593	1,199	54	69
Henderson S.U.	1,249	1,351	3,604	150	175
Hollins *W*	16	932	1,018	68	99
I					
Idaho S.U.	2,688	1,828	9,882	309	366
Illinois Wesleyan U.	779	903	1,706	123	148
Inter-American U. of Puerto Rico, incl. San German	2,425	2,238	5,527	126	225
Ithaca C.	2,061	2,391	4,681	275	377
J					
Jackson S.U.	2,319	2,797	7,928	---	---
Jacksonville S.U., Ala.	2,448	2,373	6,955	236	281
John Brown U.	329	272	624	46	50
Johnson S.C.	541	483	1,255	58	78
K					
Kansas S.C. of Pittsburg	2,181	1,454	5,284	---	---
Kean C. of New Jersey	2,713	3,321	12,373	359	620
Kearney S.C.	1,891	2,062	5,702	203	236
Kentucky S.U.	793	620	2,389	154	188

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
L					
Lake Superior S.C.	1,094	813	2,457	107	135
Lamar U. *Pub*	4,824	4,864	12,289	449	590
Lesley C. *W*	25	982	1,904	50	190
LeTourneau C.	634	65	743	44	44
Lewis-Clark S.C. *Pub*	447	431	1,390	---	---
Livingston U. *Pub*	669	509	1,430	72	75
Lock Haven S.C.	1,040	1,237	2,393	171	172
Longwood *W Pub*	150	1,952	2,232	162	175
Loyola Marymount U.	2,453	1,785	5,868	219	386
Loyola U., La.	1,591	1,226	4,500	173	273
M					
Madison C. *Pub*	3,011	3,636	8,068	375	489
Maharishi Intn'l. U.	354	176	530	---	---
Mankato S.C.	3,912	3,732	9,584	468	527
Mansfield S.C.	1,251	1,614	3,317	198	216
Marshall U. *Pub*	3,434	3,214	11,166	373	487
Marylhurst Educ. Ctr.	12	4	447	22	55
Mayville S.C.	316	352	732	38	52
McNeese S.U.	2,151	2,104	5,806	257	344
Medaille C.	224	368	966	26	69
Mercer U.	1,920	1,168	3,622	175	227
Merrill-Palmer Inst.	15	46	86	8	13
Metropolitan S.C.	3,670	2,382	11,817	290	570
Midwestern S.U. *Pub*	1,445	1,217	4,598	154	240
Millersville S.C.	1,956	2,565	6,292	289	306
Mississippi U. for *W*	---	2,370	3,182	161	170
Missouri Southern S.C.	1,470	1,135	3,748	170	170
Missouri Western S.C. *Pub*	1,388	1,069	3,714	146	175
Montclair S.C.	2,949	4,627	11,156	490	730

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Moorhead S.C.	2,243	2,349	5,876	223	316
Morehead S.U.	2,489	2,466	7,381	328	339
Morgan S.C.	2,462	2,835	7,011	241	371
Morningside C.	549	595	1,559	218	435
Mt. Angel Seminary *M*	92	1	102	23	35
Murray S.U.	2,898	2,879	8,350	331	489
N					
Nicholls S.U.	2,466	2,310	6,271	219	259
Norfolk S.C.	2,249	3,105	6,956	383	443
North Adams S.C.	961	1,052	2,728	91	106
North Georgia C. *Pub*	714	765	1,857	81	85
Northeast Louisiana U. *Pub*	3,325	3,499	9,143	327	345
Northeast Missouri S.U.	2,146	2,328	5,227	253	274
Northeastern Illinois S.U. *Pub*	2,168	2,892	10,040	339	440
Northeastern Oklahoma S.U.	2,193	2,156	5,873	202	262
Northern Kentucky S.C. *Pub*	2,425	1,632	6,407	226	336
Northern Michigan U. *Pub*	3,549	3,072	8,778	305	337
Northern Montana C. *Pub*	508	503	1,217	70	73
Northern S.C., S. Dak.	977	998	2,353	110	118
Northwest Missouri S.U.	1,939	1,751	4,682	244	248
Northwestern Oklahoma S.U.	811	619	1,920	69	75
Northwestern S.U., La.	1,713	2,420	6,439	244	343
Northwood Inst.	941	402	1,360	33	46
Norwich U.	1,101	142	1,366	104	125
Nyack C.	317	304	680	29	70
O					
Oakland U.	2,744	3,121	10,457	388	497
Ohio Northern U.	1,824	834	2,722	159	171
Oklahoma Baptist U.	775	816	1,723	96	122
Oklahoma City U.	1,096	569	2,678	110	181

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Old Dominion U. *Pub*	4,428	3,786	15,065	533	595
Ouachita Baptist U.	734	736	1,630	86	98
P					
Pace U.	1,820	1,321	9,394	168	498
Pacific Lutheran U.	1,167	1,405	3,261	194	259
Pacific Oaks C.	15	87	306	27	34
Pacific U.	732	328	1,086	69	90
Peru S.C.	323	268	805	44	45
Philadelphia C. of Pharmacy & Sc.	676	404	1,113	60	87
Phillips U.	469	410	1,379	83	88
Providence *M*	2,466	1,447	5,150	200	239
Q					
Quinnipiac C.	899	1,333	3,528	158	279
R					
Radford C. *W Pub*	1,245	3,111	5,112	265	272
Rider C.	2,037	1,421	5,961	194	254
Robert Morris C.	1,246	1,111	3,943	90	166
Rochester Inst. of Tech.	4,420	1,531	11,718	508	1,051
Roger Williams C.	1,106	553	1,746	74	96
Roosevelt U.	1,307	1,148	7,347	188	452
S					
Saginaw Valley *Pub*	835	710	3,077	91	156
St. Bonaventure U.	1,210	859	2,511	148	162
St. Cloud S.C.	4,288	4,072	11,466	513	583
St. Edward's U.	841	515	1,793	54	115
St. Francis, Ind.	180	254	1,221	39	75

(continued)

TABLE 4—Continued

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. John's U., Minn. *M*	1,815	8	1,894	91	141
St. Mary's, Minn.	659	457	1,227	69	91
St. Mary's U., Texas	1,428	616	3,034	131	207
Salisbury S.C.	1,347	1,324	4,153	156	156
Sam Houston S.U.	4,167	3,784	10,589	390	390
Samford U.	1,629	1,244	3,846	174	215
Sangamon S.U. *Pub*	776	467	3,792	180	195
Savannah S.C.	959	1,503	2,514	111	123
School for International Training	150	197	478	33	47
Seattle Pacific C.	768	1,172	2,296	120	176
Seattle U.	943	1,126	3,513	170	241
Seton Hall U.	3,259	2,507	9,484	356	356
Slippery Rock S.C.	2,485	2,913	6,244	328	339
South Carolina S.C.	1,409	1,801	3,823	219	226
Southeast Missouri S.U.	3,371	3,397	8,087	338	359
Southeastern Louisiana U. *Pub*	2,609	2,632	6,972	268	316
Southeastern Massachusetts U. *Pub*	2,612	2,112	5,318	284	344
Southeastern Oklahoma S.U.	1,707	1,091	4,551	142	174
Southern Connecticut S.C.	2,512	4,290	11,901	436	562
Southern S.C., Arkansas	838	752	2,028	105	117
Southern U., incl.,	(3,720)	(4,329)	(9,971)	(549)	(580)
Baton Rouge *Pub*	3,395	3,843	9,022	501	528
Shreveport *Pub*	325	486	949	48	52
Southern Utah S.C.	900	688	1,912	72	113
Southwest Missouri S.U.	4,509	4,226	11,780	549	685
Southwest Texas S.U.	6,849	6,712	13,561	435	592
Southwestern Oklahoma S.U.	2,034	1,840	5,243	206	220
Springfield C.	1,311	1,110	2,839	124	142
Stephen F. Austin S.U.	4,420	4,316	11,069	376	386
Stetson U.	1,370	859	2,898	129	146
Suffolk U.	1,476	800	4,604	119	242
Sul Ross S.U.	848	439	2,134	92	183

(continued)

TABLE 4—Continued

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
T					
Texas A & I U., *Pub* incl.	(2,910)	(2,190)	(8,816)	(325)	(395)
Corpus Christi	324	356	2,254	86	99
Kingsville	2,586	1,834	6,562	239	296
Texas Eastern U.	299	326	1,499	67	92
Texas Southern U. *Pub*	3,616	2,921	9,169	374	437
Trenton S.C.	2,492	3,795	10,613	396	524
Trinity U., Texas	1,389	1,301	3,570	176	232
Troy S.U.	2,724	2,112	9,636	240	380
U					
U. of Alabama in Huntsville *Pub*	1,213	986	3,866	177	197
U. of Albuquerque	772	577	2,993	105	207
U. of Baltimore	1,199	422	5,316	104	241
U. of Bridgeport	1,587	1,856	7,152	251	488
U. of Central Arkansas	1,881	2,397	4,948	245	261
U. of Dallas	598	345	1,685	69	129
U. of Dayton	3,698	2,222	8,606	342	507
U. of Evansville	1,388	1,592	4,904	187	265
U. of Guam	1,059	943	3,710	166	205
U. of Hartford	2,023	1,630	8,955	276	555
U. of Montevallo *Pub*	900	1,272	3,306	140	160
U. of Nebraska at Omaha *Pub*	4,097	2,748	14,993	552	703
U. of New Haven	1,887	491	5,032	131	476
U. of North Alabama	1,906	1,868	5,054	176	214
U. of Northern Colorado *Pub*	4,143	5,739	10,965	522	672
U. of Northern Iowa *Pub*	3,568	4,148	10,134	542	593
U. of Portland	857	825	2,289	88	128
U. of Puget Sound	1,324	1,420	3,200	186	249
U. of Redlands	804	809	2,674	128	264
U. of Richmond	1,903	937	4,052	195	302

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
U. of Santa Clara	2,883	1,674	7,020	237	368
U. of Science & Arts of Okla.	514	299	1,267	51	67
U. of Scranton	1,863	823	4,298	142	227
U. of South Alabama *Pub*	2,722	2,222	6,855	305	351
U. of Southern Colorado	2,740	1,817	6,076	259	274
V					
Valdosta S.C.	1,718	1,876	5,011	230	260
Valley City S.C.	335	397	870	53	57
Valparaiso U.	1,743	1,820	4,385	248	311
Virginia Military Inst. *M Pub*	1,271	---	1,297	120	132
Virginia S.C.	1,692	2,119	4,693	225	251
W					
Wake Forest U.	2,853	1,393	4,516	516	781
Washburn U. of Topeka *Pub*	1,960	1,356	5,488	155	185
Washington and Lee U. *M*	1,659	33	1,700	142	156
Wayne S.C.	833	886	2,126	85	123
Weber S.C.	3,316	2,270	8,823	417	438
West Georgia C.	1,812	1,714	5,366	263	269
West Liberty S.C.	1,138	1,109	2,686	146	163
West Texas S.U.	2,294	2,283	6,562	244	339
West Virginia C. of Grad. Studies	56	47	2,463	62	137
West Virginia Inst. of Tech.	1,611	605	3,236	142	207
West Virginia S.C.	1,358	822	4,050	132	177
Western Connecticut S.C.	1,259	1,546	5,237	164	173
Western Illinois U. *Pub*	6,952	5,561	14,744	691	726
Western Kentucky U.	4,847	4,606	13,385	494	748
Western Montana *Pub*	272	211	823	39	43
Western New Mexico U. *Pub*	559	419	1,916	62	109
Western Washington S.C.	4,137	3,991	9,123	412	484
Westfield S.C.	1,020	1,724	2,744	154	174

(continued)

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Wheelock C. *W*	26	577	904	49	111
Widener C.	1,005	637	3,341	141	195
William Paterson S.C. of N.J.	3,487	3,735	12,051	337	509
Winona S.C.	1,648	1,806	4,484	164	203
Winthrop C. *W Pub*	631	2,025	4,000	211	246
Wittenberg U.	1,211	1,172	2,711	126	166
Woodbury U.	651	565	1,475	41	63
Worcester S.C.	1,183	1,703	5,449	186	198
Wright S.U.	3,944	3,433	13,669	485	892
X					
Xavier U., Ohio	1,440	870	6,426	172	282
Y					
Youngstown S.U.	5,761	4,347	15,898	374	737
TOTALS	**487,003**	**457,437**	**1,384,516**	**55,601**	**74,501**

TABLE 5

Independent Colleges of Arts and Sciences (Liberal Arts)

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Adrian C.	470	475	1,044	58	86
Agnes Scott *W*	---	533	572	69	84
Albertus Magnus *W*	---	355	512	25	61
Albion C.	942	726	1,693	105	118
Albright C.	611	623	1,451	82	90
Alderson-Broaddus C.	344	539	937	67	79
Alfred U.	993	886	2,077	163	183
Allegheny C.	1,016	864	1,935	121	139
Allen U.	256	262	539	48	56
Allentown C. of St. Francis de Sales	282	236	662	32	53
Alliance C.	128	83	231	23	35
Alma C.	562	532	1,142	68	88
Alvernia C. *W*	214	155	566	14	56
Alverno C. *W*	1	534	857	71	102
Ambassador C.	376	314	844	47	107
American Christian C.	68	35	136	12	24
American International C.	828	418	2,103	71	126
Amherst C. *M*	1,202	289	1,512	122	139
Anderson C.	865	933	2,024	98	151
Andrews U.	1,373	996	2,816	193	252
Angelo S.U. *Pub*	2,029	1,656	4,942	159	176
Anna Maria C. *W*	44	312	600	27	62
Annhurst C. *W*	34	240	295	31	53
Antillian C.	270	293	707	41	58
Aquinas C.	512	499	1,703	70	108
Arkansas C.	170	205	436	22	45
Arkansas Poly. C. *Pub*	1,195	816	2,524	112	120
Asbury C.	625	612	1,258	84	92
Ashland C.	1,153	769	2,135	132	152
Assumption C.	624	578	1,237	69	131
Athenaeum of Ohio, The *M*	198	16	255	32	47
Athens S.C.	309	227	1,068	38	65

(continued)

TABLE 5--*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Atlantic Christian C.	610	918	1,688	84	115
Atlantic Union C.	311	329	773	58	86
Augsburg C.	756	763	1,580	84	125
Augustana, Ill.	1,101	1,031	2,326	117	149
Augustana, S.D.	757	1,171	2,263	138	174
Aurora C.	298	207	926	37	99
Austin C.	696	458	1,179	73	98
Averett C.	228	647	1,063	49	53
Avila C.	154	701	1,864	58	182
Azusa Pacific	592	637	1,445	84	115
B					
Baker U.	437	391	947	49	70
Baldwin-Wallace C.	1,014	850	3,063	134	203
Baptist C. at Charleston	572	714	2,290	85	111
Barat C. *W*	1	490	839	35	75
Barber-Scotia C.	234	279	526	32	42
Bard C.	278	366	680	46	80
Barnard C. *W*	---	1,908	1,941	137	184
Barrington C.	244	285	592	30	56
Barry C.	115	860	1,592	85	114
Bartlesville Wesleyan C.	166	205	550	18	43
Bates C.	736	579	1,322	102	114
Bayamon Central U.	902	883	2,052	40	77
Beaver C. *W*	66	531	1,545	54	99
Belhaven C.	268	306	738	30	48
Bellarmine C.	390	355	1,705	51	87
Bellevue C.	287	134	1,543	20	38
Belmont Abbey C. *M*	480	212	767	29	52
Belmont C.	530	523	1,160	66	98
Beloit C.	603	600	1,262	91	107
Benedict C.	714	1,266	1,982	94	103

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Benedictine, The	492	406	951	62	90
Bennett C. *W*	---	603	618	43	54
Bennington C.	192	409	603	60	76
Berea C.	643	818	1,480	105	131
Berry C.	645	866	1,671	77	85
Bethany, Kansas	357	340	784	40	61
Bethany, W. Va.	604	459	1,077	67	78
Bethany Nazarene	492	522	1,272	53	68
Bethel, Ind.	161	161	392	23	34
Bethel, Kansas	327	230	638	36	64
Bethel, Tenn.	140	124	315	18	29
Bethel C. & Seminary, Minn.	733	899	1,740	67	114
Bethune-Cookman C.	629	836	1,515	---	---
Biola C.	1,180	1,069	2,826	120	170
Birmingham-Southern C.	529	404	1,006	59	79
Biscayne C.	877	736	2,152	40	150
Blackburn C.	238	276	529	38	50
Blue Mountain *W*	68	158	286	26	33
Bluffton C.	274	297	599	42	58
Bowdoin C. *M*	858	490	1,369	99	110
Bradford C.	64	176	325	14	41
Brenau C. *W*	77	430	605	40	72
Brescia C.	217	301	930	49	80
Briar Cliff, Iowa	314	440	967	46	56
Briarcliff, N.Y. *W*	---	288	342	37	50
Bridgewater C.	391	374	776	56	63
Bryan C.	267	290	597	31	40
Buena Vista C.	498	356	986	42	75
C					
Cabrini C. *W*	50	273	466	30	54
California Baptist	401	289	822	36	52

(continued)

TABLE 5--*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Calif. Inst. of Asian Studies	35	25	166	32	37
California Lutheran C.	586	570	2,217	67	235
Calvin C.	1,842	1,822	3,915	200	258
Cameron U. *Pub*	1,398	1,365	4,952	172	191
Campbell C.	1,115	726	1,913	96	118
Campbellsville C.	292	318	686	42	54
Canal Zone C.	206	227	1,333	29	74
Cardinal Glennon C. *M*	104	---	104	13	25
Cardinal Stritch	107	398	1,206	47	104
Caribbean Center for Adv. Studies	32	33	103	4	11
Carleton C.	921	800	1,732	---	---
Carlow C. *W*	15	714	903	46	96
Carroll, Mont.	524	622	1,433	82	115
Carroll, Wisc.	603	547	1,257	75	101
Carson-Newman C.	714	736	1,540	92	107
Carthage C.	628	636	1,628	79	103
Catawba C.	552	363	935	74	81
Cathedral C. of the Immaculate Conception *M*	227	---	227	26	41
Cedar Crest C. *W*	---	626	745	54	75
Cedarville C.	558	633	1,221	53	72
Centenary C. for Women	---	485	531	27	47
Centenary C. of La.	374	345	910	61	101
Central, Iowa	618	716	1,348	72	89
Central Methodist, Mo.	300	310	638	61	70
Centre C. of Ky.	435	358	799	59	80
Chaminade C. of Honolulu	534	332	2,545	48	358
Chapman C.	1,418	865	4,979	87	383
Chatham C. *W*	1	490	609	64	87
Chestnut Hill C. *W*	---	636	880	---	---
Christian Brothers C.	611	282	940	57	75
Claflin C.	354	631	1,005	48	61

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Claremont Men's C.	748	58	811	87	95
Clark, Ga.	635	1,120	1,776	119	135
Clarke C. *W*	1	473	656	55	65
Cleveland College of Jew. Studies	4	16	364	4	19
Coe C.	514	442	1,134	67	113
Coker C.	160	217	489	34	39
Colby C.	887	706	1,632	115	129
Colgate U.	1,558	884	2,484	162	179
C. of Boca Raton	188	238	447	12	35
C. of Charleston	1,542	1,989	5,036	---	---
C. of Great Falls	244	266	1,115	40	75
C. of Idaho	361	240	678	48	89
C. of Misericordia *W*	75	737	963	75	110
C. of Mt. St. Joseph on the Ohio *W*	7	771	946	69	112
C. of Mt. St. Vincent *W*	45	773	1,190	58	80
C. of New Rochelle *W*	231	1,671	3,386	67	307
C. of Notre Dame, Calif.	227	306	1,014	42	79
C. of Notre Dame of Maryland *W*	1	489	787	51	77
C. of Our Lady of the Elms *W*	---	412	444	34	60
C. of St. Benedict *W*	---	1,535	1,870	93	130
C. of St. Catherine	---	1,889	1,985	99	153
C. of St. Elizabeth *W*	1	553	748	50	82
C. of St. Francis	167	342	2,459	36	150
C. of St. Mary *W*	31	401	550	47	74
C. of St. Rose	232	756	2,118	77	160
C. of St. Scholastica	243	887	1,274	73	109
C. of St. Teresa *W*	22	972	1,171	91	129
C. of St. Thomas *M*	2,199	64	3,650	132	214
C. of Santa Fe	378	318	1,185	44	69
C. of Southwest	24	23	119	4	28
C. of Steubenville	307	279	837	40	50
C. of the Atlantic	55	45	105	8	16

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
C. of the Holy Cross *M*	1,509	1,032	2,654	164	199
C. of the Ozarks	264	235	590	32	48
C. of the Sacred Heart	1,105	1,779	3,888	72	176
C. of the Virgin Islands *Pub*	206	372	2,122	66	150
C. of White Plains *W*	116	265	750	22	55
C. of Wooster	1,015	864	1,932	126	144
Colorado C.	949	872	1,825	140	190
Colorado Women's C. *W*	---	407	568	46	71
Columbia Christian C.	111	112	280	16	22
Columbia C., Mo.	2,791	715	3,708	55	274
Columbia C. *W*	7	806	891	63	77
Columbia Union C.	292	403	946	59	92
Conception Seminary C.	82	---	85	6	24
Concordia, Moorhead, Minn.	1,140	1,399	2,595	154	196
Concordia C., Mich.	293	245	552	34	51
Concordia C., N.Y.	204	241	483	47	66
Concordia Senior C., Ind. *M*	86	4	95	11	17
Connecticut C.	706	982	2,004	140	180
Converse C. *W*	17	769	866	68	79
Cornell, Iowa	460	413	885	70	83
Covenant C.	244	235	524	31	36
Culver-Stockton C.	310	222	603	32	43
Cumberland C.	813	897	1,817	99	122
Curry C.	373	293	976	51	85
D					
Daemen C.	365	687	1,236	63	117
Dakota Wesleyan U.	178	276	555	31	59
Dallas Christian C.	65	40	174	10	15
Dana C.	266	239	550	37	49
David Lipscomb C.	985	1,038	2,154	98	112
Davidson C. *M*	955	388	1,356	98	98

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Davis and Elkins C.	464	318	979	53	82
Defiance C.	409	258	799	51	65
Denison U.	1,154	984	2,177	141	177
DePauw U.	1,089	1,144	2,403	133	180
Dickinson	879	751	1,697	110	120
Dickinson S.C.	391	527	1,026	58	64
Dillard U.	304	848	1,186	80	90
Divine Word C. *M*	86	---	93	13	25
Doane C.	336	276	626	37	44
Dr. Martin Luther C.	218	515	739	59	64
Dominican C. of Blauvelt	168	323	1,116	34	65
Dominican C. of San Rafael *W*	77	285	722	37	112
Don Bosco C. *M*	72	---	92	14	17
Dordt C.	428	552	1,001	52	58
Dowling C.	839	662	1,957	63	173
D'Youville C. *W*	122	998	1,419	71	88
E					
Earlham C.	550	581	1,144	84	118
East Texas Baptist C.	380	314	787	35	45
Eastern C.	212	300	602	34	59
Eastern Mennonite C.	353	592	995	51	72
Eckerd C.	441	389	863	60	88
Edgecliff C.	90	572	995	40	88
Edgewood C.	109	317	545	40	110
Edward Waters C.	274	337	743	27	35
Eisenhower C.	200	188	399	57	65
Elizabethtown C.	690	762	1,752	100	140
Elmira C. *W*	561	772	3,139	56	174
Elon C.	1,160	773	2,150	84	113
Emerson C.	600	690	1,489	84	125
Emmanuel C. *W*	3	587	1,185	68	107

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Emory and Henry C.	431	340	792	54	64
Erskine C.	344	312	676	46	56
Eureka C.	257	131	403	28	39
Evangel C.	406	634	1,126	56	82
F					
Fairfield U.	1,480	1,298	4,752	177	320
Ferrum C.	871	427	1,344	60	75
Findlay	394	292	931	48	68
Fisk U.	488	736	1,277	77	117
Flagler C.	256	384	670	30	55
Florida Memorial C.	194	163	402	39	47
Florida Southern C.	774	785	1,674	75	97
Fontbonne C. *W*	46	611	1,023	55	79
Fort Lewis C. *Pub*	1,503	1,095	2,840	126	129
Fort Wright C. *W*	78	209	385	35	57
Francis Marion C.	1,025	755	2,720	90	117
Franklin and Marshall C.	1,332	707	2,779	124	138
Franklin C. of Indiana	380	330	736	47	60
Franklin Pierce C.	469	314	804	48	52
Franklin U.	1,302	402	3,875	37	159
Fresno Pacific C.	239	215	535	33	46
Friends U.	363	348	852	46	63
G					
Gallaudet C.	376	528	1,036	187	207
Gannon C.	1,347	781	3,037	125	260
Gardner-Webb C.	669	565	1,354	73	79
Geneva C.	591	504	1,362	59	101
George Fox C.	267	312	636	48	66
Georgetown, Ky.	467	459	1,020	64	75
Georgian Court C. *W*	4	575	766	43	81

(continued)

TABLE 5--*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Gettysburg C.	1,066	857	1,925	132	167
Gordon C.	478	559	1,088	45	64
Goshen C.	421	657	1,219	70	103
Goucher C. *W*	2	786	897	67	104
Graceland C.	553	695	1,347	83	102
Grand Canyon C.	465	366	1,137	32	66
Grand Rapids Baptist C. & Seminary	340	402	853	31	47
Grand View College	357	437	1,063	46	66
Green Mountain C.	33	378	439	28	52
Greensboro	213	343	625	28	58
Greenville C.	385	386	856	44	64
Grinnell C.	645	513	1,174	92	109
Grove City C.	1,220	997	2,241	110	113
Guilford C.	766	504	1,646	79	104
Gustavus Adolphus C.	949	1,134	2,130	132	144
Gwynedd-Mercy C. *W*	37	580	1,090	55	101
H					
Hamilton C.	994	---	1,004	90	95
Hampden-Sydney C. *M*	731	1	738	51	55
Hampshire C.	594	637	1,231	66	123
Hanover C.	516	387	922	65	71
Hardin-Simmons U.	622	663	1,716	87	118
Harding C.	1,281	1,338	2,724	131	152
Hartwick C.	692	883	1,624	113	124
Hastings C.	311	352	712	54	57
Haverford C. *M*	831	---	837	52	90
Hawaii Loa C.	107	97	220	16	22
Heidelberg C.	504	431	994	80	101
Hendrix C.	534	480	1,024	52	56
High Point C.	572	449	1,088	58	74
Hillsdale C.	556	436	1,029	65	74

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Hiram C.	638	518	1,210	80	96
Hobart and William Smith C.	1,076	681	1,768	122	141
Holy Apostles C.	48	3	76	4	12
Holy Family, Pa. *W*	53	366	1,010	50	96
Holy Names C. *W*	71	271	684	41	98
Holy Redeemer C. *M*	49	---	60	14	23
Hood C. *W*	43	917	1,140	92	123
Hope C.	1,082	974	2,290	134	168
Houghton C.	504	675	1,225	69	84
Houston Baptist C.	593	766	1,693	88	94
Howard Payne C.	672	568	1,539	78	93
Huntingdon, Ala.	257	328	650	37	55
Huntington, Ind.	296	235	630	---	---
Huron C.	198	114	434	23	36
Huston-Tillotson C.	429	248	717	36	47
I					
Illinois Benedictine C.	668	370	1,472	61	83
Illinois C.	422	312	794	42	54
Immaculata C.	6	517	1,107	51	111
Immaculate Heart C. *W*	85	342	681	37	76
Incarnate Word C.	170	753	1,359	82	112
Indiana Central C.	515	631	3,176	73	185
Iona C.	2,014	973	4,926	172	238
Iowa Wesleyan C.	222	359	668	40	73
J					
Jacksonville U., Fla.	1,043	663	2,165	89	154
Jamestown C.	253	264	574	42	51
Jarvis Christian C.	264	246	526	38	44
John Carroll U.	1,611	826	3,711	172	234

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
John Wesley C.	201	200	466	20	61
Johnson and Wales C.	4,194	871	5,202	81	254
Johnson C. Smith U	770	791	1,599	75	80
Judson, Alabama	192	202	422	18	36
Juniata C.	714	416	1,149	65	103
K					
Kansas Newman C.	227	210	592	32	54
Kansas Wesleyan U.	199	148	427	33	38
Kentucky Wesleyan C.	267	249	718	48	71
Kenyon C.	844	541	1,403	111	116
Keuka C. *W*	2	563	594	47	54
King C.	162	127	314	29	41
King's, The, N.Y.	309	444	769	44	64
King's, Pa.	1,117	501	2,164	92	144
Kirkland C.	---	639	661	49	55
Knox C.	590	446	1,079	90	108
Knoxville C.	369	367	825	60	69
L					
Ladycliff C. *W*	9	408	495	27	54
Lafayette C.	1,427	588	2,243	153	161
LaGrange C.	270	332	772	46	49
Lake Erie C.	127	498	1,112	42	82
Lake Forest C.	561	500	1,094	83	91
Lakeland C.	301	201	541	28	40
Lambuth C.	327	425	867	55	76
Lander C. *Pub*	618	800	1,750	87	108
Lane C.	343	331	701	44	47
LaRoche C.	259	258	1,075	23	87
LaSalle C.	2,377	1,081	5,850	162	323

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
LaVerne C.	1,201	735	8,620	45	160
Lawrence U.	628	646	1,320	120	127
Lebanon Valley C.	532	443	1,297	77	117
Lee C.	605	513	1,197	57	71
LeMoyne, N.Y.	1,051	693	1,915	99	138
LeMoyne-Owen, Tenn.	369	624	1,067	50	57
Lenoir Rhyne C.	511	661	1,239	93	103
Lewis and Clark C.	1,358	1,154	2,976	139	191
Liberty Baptist College	930	613	1,569	66	81
Limestone C.	404	252	835	31	52
Lincoln Memorial U.	369	415	915	38	55
Lindenwood Colleges, The	265	544	1,612	49	112
Linfield C.	465	359	1,053	69	78
Livingstone C.	493	313	909	43	56
Loras C. *M*	858	398	1,501	88	97
Loretto Heights C.	131	559	778	42	87
Los Angeles Baptist C.	158	132	330	14	31
Louisiana C.	437	439	1,279	52	83
Loyola, Md.	1,168	837	4,529	111	232
Lubbock Christian C.	460	495	1,104	61	85
Luther C.	871	984	1,912	117	146
Lycoming C.	810	494	1,405	71	81
Lynchburg C.	694	838	2,149	101	124
M					
Macalester	791	758	1,637	129	154
MacMurray C.	266	400	730	45	52
Madonna C. *W*	213	582	2,091	53	109
Malone C.	393	366	896	35	62
Manchester C.	547	501	1,095	70	86
Manhattan C. *M*	2,842	586	4,570	220	308

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Manhattanville C. *W*	220	635	2,296	79	167
Marian, Ind.	202	280	794	70	77
Marian C. of Fond du Lac	61	387	517	46	61
Marietta C.	994	492	1,745	100	123
Marion, Ind.	268	423	860	50	66
Marist C.	1,392	358	2,442	62	109
Marlboro C.	94	91	199	21	36
Mars Hill C.	717	825	1,756	107	140
Mary C.	240	501	878	51	71
Mary Baldwin C. *W*	6	570	597	51	57
Mary Hardin-Baylor C.	244	538	1,116	60	69
Mary Washington C.	178	1,875	2,292	124	139
Marycrest C.	65	477	1,008	53	90
Marygrove C. *W*	71	439	816	46	92
Marymount C. of Va.	4	690	734	46	77
Marymount, N.Y. *W*	25	868	1,000	58	95
Marymount Manhattan C. *W*	1	625	1,851	42	150
Maryville, Mo. *W*	168	477	1,195	47	94
Maryville, Tenn.	342	285	650	48	55
Marywood C. *W*	239	1,330	2,956	137	242
McKendree C.	387	233	740	35	58
McMurry C.	440	302	1,162	55	94
McPherson C.	234	197	513	32	42
Mercy C. of Detroit	276	1,160	2,297	79	179
Mercy, N.Y.	2,088	1,401	5,675	88	350
Meredith C. *W*	---	1,294	1,542	66	114
Mesa C.	1,419	998	3,867	135	142
Messiah C.	359	567	1,002	45	84
Methodist C.	333	332	797	45	50
Miami Christian C.	106	68	365	9	34
Mid-America Nazarene C.	452	464	1,033	39	64
Middlebury C.	1,022	871	1,897	154	163

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Midland Lutheran C.	336	402	826	48	67
Milligan C.	305	364	755	42	59
Millikin U.	786	640	1,623	95	124
Mills C. *W*	24	900	989	69	109
Millsaps C.	489	375	959	55	79
Milton C.	343	101	481	23	41
Mississippi C.	955	776	3,049	110	155
Mississippi Industrial C.	134	123	296	17	24
Missouri Baptist C.	134	68	410	19	28
Missouri Valley C.	278	162	513	37	42
Mobile C.	338	434	919	48	67
Molloy C. *W*	20	920	1,312	92	149
Monmouth, Ill.	380	289	669	52	65
Monmouth, N.J.	1,130	986	3,935	151	222
Monterey Inst. of Foreign Studies	131	171	438	20	64
Morehouse C. *M*	1,400	---	1,405	83	100
Morris Brown	598	874	1,539	95	107
Mt. Holyoke C. *W*	6	1,923	1,952	159	208
Mt. Marty C.	161	356	572	65	82
Mt. Mary C. *W*	---	807	1,125	67	128
Mt. Mercy, Iowa	121	515	906	60	83
Mt. St. Mary, N.H. *W*	---	191	213	13	33
Mt. St. Mary, N.Y.	75	651	973	58	84
Mt. St. Mary's, Calif. *W*	14	795	1,066	70	124
Mt. St. Mary's, Md.	754	430	1,318	98	110
Mt. Senario C.	150	93	280	22	36
Mt. Union C.	649	489	1,157	77	98
Mt. Vernon C.	---	416	443	24	54
Mt. Vernon Nazarene C.	401	422	879	41	54
Muhlenberg C.	874	615	1,845	92	122
Mundelein C. *W*	48	822	1,437	67	128
Muskingum C.	552	426	993	81	100

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
N					
Nasson C.	340	207	564	43	56
Nathaniel Hawthorne C.	841	170	1,092	20	49
National C. of Education	85	702	3,002	89	217
Nazareth, Mich. *W*	22	300	460	30	65
Nazareth C. of Rochester, N.Y. *W*	109	821	2,478	82	124
Nebraska Wesleyan U.	555	475	1,152	75	89
New C. of California	124	91	229	9	31
New England C.	827	497	1,541	77	118
Newberry C.	512	303	843	47	69
Niagara U.	1,537	1,449	4,460	176	264
North Carolina Wesleyan C.	238	163	550	30	38
North Central C.	550	327	1,021	47	64
North Park C. & Theol. Sem.	751	659	1,580	93	115
Northland C.	418	265	735	42	56
Northwest Christian C.	192	155	429	15	21
Northwest Nazarene C.	504	539	1,142	54	78
Northwestern, Iowa	374	350	762	47	63
Northwestern C., Minn.	337	322	700	34	59
Notre Dame, Mo. *W*	21	87	282	21	35
Notre Dame, Ohio *W*	3	307	623	37	54
O					
Oakland City C.	354	108	557	24	27
Oakwood C.	518	621	1,170	51	67
Oberlin C.	1,388	1,348	2,858	199	258
Occidental C.	866	790	1,760	112	132
Oglethorpe U.	334	291	834	33	48
Ohio Dominican C.	298	383	969	42	70
Oklahoma Christian C.	591	655	1,464	39	53
Oklahoma Panhandle S.U.	469	306	1,076	66	71

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Olivet C.	444	301	779	52	60
Olivet Nazarene C.	655	943	1,880	82	100
Oral Roberts U.	1,510	1,427	3,179	158	219
Ottawa U.	386	402	862	59	69
Otterbein C.	595	717	1,487	75	96
Our Lady of Angels C. *W*	21	241	613	30	55
Our Lady of Holy Cross C.	62	145	860	16	65
Our Lady of the Lake C.	364	658	1,720	97	133
P					
Pacific Union C.	975	917	2,259	110	155
Paine C.	287	439	776	49	71
Paul Quinn C.	298	228	537	33	38
Pepperdine U.	2,586	1,865	7,810	202	618
Pfeiffer C.	484	428	998	56	67
Pikeville C.	402	218	719	58	74
Pitzer C.	307	471	791	51	65
Point Loma C.	679	895	1,718	87	103
Point Park C.	652	482	1,805	74	113
Pomona C.	705	629	1,349	127	147
Pontifical C. Josephinum, The C. of Liberal Arts	163	---	173	23	45
Presbyterian C.	444	354	830	---	---
Principia C.	364	451	850	70	88
Q					
Quincy C.	445	446	1,012	73	89
R					
Rabbinical C. of America	202	---	302	12	12
Ramapo C. of New Jersey *Pub*	1,574	1,165	3,963	154	162
Randolph-Macon C. *M*	535	301	840	49	64

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Randolph-Macon C. *W*	3	746	784	63	76
Reed C.	719	444	1,213	103	106
Regis, Colo.	577	315	1,068	58	85
Regis, Mass. *W*	---	664	748	59	74
Richard Stockton S.C.	2,079	1,175	4,126	168	207
Rio Grande C.	414	354	1,027	41	71
Ripon C.	551	398	964	65	78
Rivier C. *W*	56	478	1,560	40	90
Roanoke C.	504	498	1,198	64	70
Roberts Wesleyan C.	199	424	672	43	69
Rockford C.	261	323	1,118	51	83
Rockhurst C.	754	415	2,997	78	202
Rocky Mountain C.	253	201	471	21	46
Rollins C.	1,115	836	4,546	98	241
Rosary C.	190	698	1,256	69	110
Rosemont C. *W*	---	520	664	35	80
Rust C.	299	436	817	41	47
S					
Sacred Heart, N. Car. *W*	15	190	278	22	33
Sacred Heart Seminary *M*	49	---	162	12	20
Sacred Heart U.	611	508	2,432	56	152
St. Albert's C.	73	7	80	12	17
St. Alphonsus C. *M*	57	---	63	13	20
St. Ambrose C.	744	350	1,613	67	113
St. Andrews Presbyterian C.	296	250	568	49	56
St. Anselm's C. *M*	994	493	1,830	113	140
St. Basil's C.	10	---	10	10	15
St. Fidelis C. *M*	42	---	45	8	14
St. Francis, Maine	272	102	386	20	36
St. Francis, N.Y.	1,166	662	3,764	64	182
St. Francis, Pa.	725	452	1,501	63	86

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Francis De Sales C. *M*	85	---	103	13	29
St. Hyacinth C. and Seminary *M*	43	---	52	12	19
St. John Fisher *M*	997	497	1,842	71	117
St. John's, Md.	206	164	381	47	59
St. John's, N. Mex.	158	117	275	30	35
St. Joseph, Conn. *W*	1	633	1,038	66	106
St. Joseph Seminary C.	114	---	117	---	33
St. Joseph's, Maine	152	286	568	25	39
St. Joseph's, N.Y.	115	658	1,495	44	116
St. Joseph's, Pa.	1,794	872	5,911	135	299
St. Joseph's Rensselaer, Ind.	658	376	1,052	55	82
St. Lawrence U.	1,265	1,197	2,610	153	168
St. Louis Christian College	81	37	136	14	20
St. Martin's C.	226	155	739	48	57
St. Mary, Kansas *W*	55	426	818	37	64
St. Mary of the Plains	176	200	490	32	40
St. Mary-of-the-Woods *W*	---	437	580	27	73
St. Mary's, Calif.	677	471	1,441	64	99
St. Mary's, Ind. *W*	11	1,790	1,849	107	156
St. Mary's C. of Md. *Pub*	464	505	1,174	60	83
St. Mary's C., Mich.	59	13	192	15	33
St. Mary's Dominican *W*	44	392	734	---	---
St. Mary's Seminary, Mo. *M*	51	---	51	8	16
St. Mary's Seminary & U., Md. *M*	148	---	184	14	24
St. Meinrad C. *M*	245	---	251	36	40
St. Michael's C. *M*	1,023	521	1,648	91	108
St. Norbert C.	836	632	1,519	83	99
St. Olaf C.	1,399	1,444	2,888	181	225
St. Patrick's C. *M*	65	---	65	9	18
St. Paul's, Va.	285	320	626	39	41
St. Peter's C.	1,728	1,164	4,700	140	406
St. Thomas Aquinas C.	228	311	1,008	45	67

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Vincent C. *M*	833	---	958	68	91
St. Xavier C.	351	801	1,659	76	147
Salem, N. Car. *W*	2	540	597	58	70
Salem, W. Va.	511	418	1,257	59	78
Salve Regina C.	137	579	1,632	69	139
Sarah Lawrence	189	665	1,038	65	129
School of the Ozarks	487	522	1,192	74	81
Scripps C. *W*	---	587	595	43	58
Seminary of St. Pius X *M*	106	---	106	7	29
Seton Hill C. *W*	1	780	919	47	82
Shaw U.	787	629	1,453	63	76
Shepherd C. *Pub*	793	970	2,587	101	128
Shimer C.	115	80	215	25	28
Shorter C.	360	422	842	50	56
Siena, N.Y.	1,371	692	2,577	111	148
Siena Heights C.	335	383	1,062	50	101
Sierra Nevada C.	69	58	185	---	21
Silver Lake C. of the Holy Family	51	180	345	32	45
Simmons C. *W*	133	1,760	2,623	145	293
Simons Rock Early C.	65	135	226	24	41
Simpson, Calif.	160	135	602	20	29
Simpson, Iowa	453	300	860	55	70
Sioux Falls C.	239	227	681	40	48
Skidmore C.	315	1,691	2,075	166	210
Smith C. *W*	15	2,522	2,561	238	300
Southeastern Baptist C.	38	2	160	4	8
Southern Benedictine C.	243	144	439	30	53
Southern Missionary C.	682	740	1,815	110	115
Southern Vermont C.	140	146	395	11	36
Southwest Baptist C.	659	688	1,443	79	89
Southwestern, Kansas	287	257	645	41	55
Southwestern Assemblies of God C.	412	294	756	17	22

(continued)

TABLE 5--*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Southwestern at Memphis	548	452	1,025	82	107
Southwestern Union C.	359	320	743	41	63
Southwestern U., Texas	398	457	933	59	82
Spalding C.	76	486	1,112	58	89
Spelman C. *W*	---	1,272	1,284	92	103
Spring Arbor C.	337	404	890	42	72
Spring Hill C.	434	340	845	58	74
Stephens C. *W*	21	1,666	1,933	144	185
Sterling C.	247	269	537	34	44
Stillman C.	354	479	857	34	42
Stonehill C.	866	840	2,201	77	153
Susquehanna U.	747	596	1,563	94	109
Swarthmore C.	643	571	1,223	---	---
Sweet Briar C. *W*	---	633	636	72	91
T					
Tabor C.	220	216	489	25	62
Talladega C.	218	405	628	44	56
Taylor U.	682	741	1,491	75	94
Tennessee Temple C.	1,013	1,000	2,240	76	99
Texas Lutheran C.	559	433	1,194	59	76
Thiel C.	561	457	1,051	62	70
Thomas More C.	492	302	1,423	51	91
Tift C. *W*	---	447	464	33	36
Tougaloo C.	264	441	916	49	55
Transylvania U.	349	370	752	49	61
Trevecca Nazarene C.	443	505	1,007	42	73
Trinity, Conn.	1,013	667	2,081	124	154
Trinity, D.C. *W*	4	425	907	44	96
Trinity, Ill.	347	412	871	34	51
Trinity, Vt. *W*	9	357	472	26	57

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Trinity Evangelical Divinity School	446	47	632	23	42
Tusculum C.	225	190	488	27	38
U					
Union, Nebr.	371	404	907	85	110
Union, N.Y.	1,417	674	3,045	145	201
Union U., Tenn.	364	460	1,037	62	73
U.S. International U.	1,407	611	2,847	75	143
Unity C.	321	55	394	23	26
U. of St. Thomas	515	706	1,653	97	151
U. of San Diego	1,155	813	3,349	120	190
U. of Tampa	1,080	629	2,451	88	146
U. of the South	684	398	1,112	87	111
Upper Iowa U.	285	175	509	41	43
Upsala	644	453	1,641	69	118
Urbana C.	282	147	487	28	43
Ursinus C.	595	457	1,731	72	91
Ursuline, Ohio *W*	2	512	865	56	95
V					
Vassar C.	740	1,499	2,348	180	221
Villa Maria C. *W*	4	419	508	51	72
Villanova U.	4,060	2,290	9,409	416	521
Virginia Intermont C. *W*	32	509	644	37	53
Virginia Union U.	597	629	1,376	75	139
Virginia Wesleyan	355	272	657	33	46
Viterbo C.	133	690	925	93	111
Voorhees C.	433	605	1,050	52	61
W					
Wabash C. *M*	843	---	845	66	77
Wadhams Hall Seminary C.	93	---	93	15	23

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Wagner C.	879	1,093	2,601	107	231
Walla Walla C.	855	816	1,982	126	156
Walsh C.	199	216	625	27	53
Warner Pacific C.	192	188	464	23	45
Warner Southern C.	106	118	255	17	29
Warren Wilson C.	225	269	505	37	59
Wartburg C.	566	600	1,197	75	90
Washington and Jefferson C.	687	282	1,190	86	96
Washington C.	367	328	839	54	67
Washington International C.	104	64	223	---	---
Wayland Baptist C.	356	325	1,117	49	61
Waynesburg C.	495	254	775	48	57
Webster	1,224	670	4,343	70	270
Wellesley C. *W*	5	1,938	2,093	195	249
Wesley C.	40	32	121	10	17
Wesleyan, Ga. *W*	---	507	568	44	56
Wesleyan U., Conn.	1,377	1,129	2,599	271	297
West Va. Wesleyan C.	733	988	1,805	112	125
Westbrook C.	14	489	512	39	59
Western Baptist Bible C.	194	196	438	20	29
Western Maryland C.	675	664	2,147	76	102
Western S.C. of Colo.	1,875	1,335	3,315	127	133
Westmar C.	319	249	642	33	46
Westminster, Mo. *M*	655	---	655	53	60
Westminster, Pa.	762	787	1,919	106	129
Westminster, Utah	433	465	1,178	58	95
Westmont C.	390	548	954	53	83
Wheaton, Ill.	1,120	1,046	2,321	141	185
Wheaton, Mass. *W*	---	1,098	1,171	106	122
Wheeling C.	463	258	986	43	59
Whitman C.	602	508	1,147	76	81
Whittier C.	715	650	1,961	83	102

(continued)

TABLE 5—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Whitworth, Wash.	575	739	1,868	65	115
Wiley C.	286	255	589	31	41
Wilkes C.	1,170	918	2,783	152	170
Willamette U.	1,001	695	1,753	118	157
William Carey C.	438	506	1,526	71	85
William Jewell C.	657	702	1,616	82	123
William Penn C.	405	216	648	41	55
William Woods C. *W*	---	908	1,358	56	98
Williams C.	1,231	728	1,977	154	179
Wilmington, O.	562	227	853	55	98
Windham C.	95	103	214	17	32
Wofford C. *M*	936	94	1,080	58	75
X					
Xavier U., La.	689	956	1,889	120	153
Y					
Yankton C.	184	118	318	32	40
York C. of Pennsylvania	1,027	784	3,272	80	160
TOTALS	**324,203**	**349,582**	**870,536**	**43,058**	**63,814**

TABLE 6

Music, Fine Arts, and Applied Arts Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Academy of Art C.	214	293	1,100	10	70
American Conservatory of Music	104	103	378	20	176
Art Academy of Cincinnati	69	65	185	9	17
Art Center C. of Design	652	313	1,383	79	191
Atlanta C. of Art	141	125	600	19	41
B					
Berklee C. of Music	2,150	240	2,390	171	198
C					
California C. of Arts and Crafts	316	529	1,160	31	131
California Inst. of the Arts	392	13	629	60	134
Center for Creative Studies	275	194	891	39	86
Chicago Conservatory C.	63	33	147	30	60
Cleveland Inst. of Art	229	281	847	39	81
Cleveland Inst. of Music	107	107	298	31	63
Columbus C. of Art and Design	349	303	953	36	64
Conservatory of Music of Puerto Rico	63	22	267	29	32
Cornish School of Applied Arts	112	125	430	16	74
Cranbrook Academy of Art	89	60	149	11	11
Curtis Inst. of Music	75	68	143	10	70
J					
Juilliard School, The	486	322	1,304	---	200
K					
Kansas City Art Inst.	275	243	710	42	53

(continued)

TABLE 6—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
L					
Louisville School of Art	[illegible]	61	171	6	11
M					
Manhattan School of Music	370	318	899	20	170
Mannes C. of Music	113	94	462	22	123
Maryland Inst., C. of Art	331	526	997	47	105
Massachusetts C. of Art	394	742	1,926	45	117
Memphis Academy of Arts	93	98	222	17	27
Minneapolis C. of Art and Design	335	318	704	41	57
Moore C. of Art *W*	---	462	685	46	75
N					
New England Conservatory of Music	364	272	718	58	144
O					
Otis Art Inst. of Los Angeles County *Pub*	84	83	387	15	33
P					
Parsons School of Design	336	735	1,123	23	154
Philadelphia C. of Art	426	586	1,606	72	188
Phil. C. of the Performing Arts	152	78	277	12	77
R					
Rhode Island School of Design	647	699	1,346	97	160
Ringling School of Art	199	251	450	15	20

(continued)

TABLE 6—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
S					
San Francisco Art Inst.	377	248	796	25	56
San Francisco Conservatory of Music	93	71	181	12	62
School of the Art Institute of Chicago-Goodman Sch. of Drama	366	527	1,584	58	128
Shenandoah Conservatory of Music	243	413	762	70	102
Swain School of Design	89	120	211	14	18
TOTALS	**11,208**	**10,341**	**29,471**	**1,337**	**3,579**

TABLE 7

Independent Law, Medicine, and Allied Health Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Albany C. of Pharmacy	312	287	601	24	38
Albany Law School	543	196	739	20	32
Albany Medical C.	404	137	545	250	300
Antioch Sch. of Law*	205	188	393	16	30
B					
Baylor C. of Dentistry	412	100	512	80	158
Baylor C. of Medicine	634	200	834	709	839
Brooklyn Law School	651	354	1,009	28	43
C					
Calif. C. of Podiatric Medicine	269	18	287	19	54
Chicago C. of Osteo. Medicine	342	39	381	75	125
C. of Medicine & Dentistry of N.J.	875	379	1,290	573	688
C. of Osteo. Medicine & Surgery	458	66	524	48	87
D					
Dickinson School of Law	350	106	456	14	31
E					
Eastern Virginia Medical School	104	45	149	87	97
H					
Hahnemann Medical C. & Hospital	780	727	1,814	370	1,997
I					
Illinois C. of Optometry	507	67	574	30	72
J					
John Marshall Law School	809	114	1,502	42	70

*Part of Antioch College, Ohio

(continued)

TABLE 7—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
K					
Kansas City C. of Osteo. Medicine	554	53	607	56	103
Kirksville C. of Osteo. Medicine	411	60	487	83	86
L					
Logan C. of Chiropractic	472	43	515	15	22
M					
Mayo Medical School	126	35	161	26	300
Medical C. of Georgia	947	1,049	2,329	475	598
Medical C. of Ohio at Toledo *Pub*	236	74	310	150	180
Medical C. of Pennsylvania, The	179	277	497	156	231
Medical C. of Wisconsin	468	110	588	380	1,080
Meharry Medical C.	588	371	968	211	383
N					
National C. of Chiropractic	760	79	1,188	21	53
New England C. of Optometry	254	69	323	50	70
New England School of Law	422	123	909	21	52
New York C. of Podiatric Medicine	322	28	350	13	59
New York Law School *Pub*	561	197	1,161	32	68
Northwestern C. of Chiropractic	285	33	318	14	29
O					
Ohio C. of Podiatric Medicine	485	27	513	13	55
Oklahoma C. of Osteo. Medicine	148	17	165	26	174
P					
Palmer C. of Chiropractic	1,455	47	1,913	48	84
Pennsylvania C. of Optometry	474	60	545	40	66

(continued)

TABLE 7—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Pennsylvania C. of Podiatric Med.	398	48	446	28	144
Philadelphia C. of Osteo. Medicine	710	108	818	76	208
R					
Rush U.	342	379	794	---	1,529
S					
St. Louis C. of Pharmacy	480	222	731	24	29
Southern Calif. C. of Optometry	356	59	415	55	83
Southern C. of Optometry	559	52	615	40	50
Southern School of Pharmacy of Mercer U.	218	100	318	27	42
Southwestern U. School of Law	672	259	1,735	41	76
T					
Thomas Jefferson U.	811	748	1,720	339	1,607
Thomas M. Cooley Law School	675	149	824	15	45
U					
U. of Nebraska Medical Center	637	546	1,748	414	492
V					
Vermont Law School	283	51	334	15	24
W					
West Virginia School of Osteo. Med.	109	15	124	19	19
Western States Chiropractic C.	377	39	666	22	37
William Mitchell C. of Law	780	311	1,120	20	90
TOTALS	**24,209**	**8,861**	**37,865**	**5,350**	**12,829**

TABLE 8

Independent Technological, Business Administration, and Related Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Aerospace Inst.	60	15	75	6	7
American Grad. School of Intern'l. Management	755	227	982	60	84
American Technological U.	141	29	575	11	35
B					
Babson C.	1,273	342	2,681	68	1[illegible]5
Bridgeport Engineering Inst.	---	---	371	---	57
Brooks Inst.	670	80	750	28	30
Bryant C. of Bus. Adm.	1,525	797	4,828	86	179
C					
Calif. Maritime Academy *M Pub*	387	14	401	25	28
Calif. School of Prof. Psych., Fresno	82	20	102	---	20
Calif. School of Prof. Psych., San Diego	141	70	216	20	92
Calif. School of Prof. Psych., San Francisco	107	116	223	---	55
Capitol Inst. of Tech.	88	0	275	7	18
Central New England C. of Tech.	365	64	1,157	25	71
Chicago Tech. C.	156	5	342	8	18
Christian Heritage C.	194	152	395	9	67
Clarkson C. of Tech.	2,805	377	3,308	183	325
Cleary C.	53	157	432	11	30
Cogswell Polytech C.	141	8	263	14	19
Colby-Sawyer C.	5	691	710	50	64
C. of Insurance	225	49	1,568	21	161
Colorado School of Mines *Pub*	1,967	228	2,373	161	172
Colorado Tech. C.	180	8	224	13	19
Cooper Union	704	202	936	51	137

(continued)

TABLE 8—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
D					
Detroit C. of Business	1,346	666	2,548	19	187
DeVry Inst. of Tech., Arizona	1,964	51	2,065	31	31
DeVry, Texas	850	35	921	19	21
Dyke C.	189	460	1,396	21	69
E					
Embry-Riddle Aeronautical U.	2,023	63	3,422	145	197
G					
General Motors Inst.	1,863	471	2,334	135	137
Georgia Inst. of Tech. *Pub*	7,083	1,129	9,496	523	593
Golden Gate U.	751	278	9,150	45	695
H					
Hartford Grad. Center	35	1	696	11	49
Harvey Mudd	447	50	501	54	64
I					
Indiana Inst. of Tech.	286	36	353	28	32
Indiana Northern Grad. School for Professional Management	95	5	120	2	12
Inst. of Paper Chemistry	95	8	103	42	42
J					
Jones C., incl.	(2,800)	(375)	(3,554)	(22)	(108)
Main Campus	1,625	221	2,084	14	72
Orlando Campus	1,175	154	1,470	8	36
L					
Lawrence Inst. of Tech.	2,731	208	4,557	54	224

(continued)

TABLE 8—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
M					
Maine Maritime Academy *M Pub*	634	6	640	45	57
Massachusetts Maritime Academy *M Pub*	840	---	1,545	49	49
Menlo *M*	444	156	611	36	45
Michigan Tech. U. *Pub*	4,695	1,211	6,387	306	445
Montana C. of Mineral Sc. & Tech. *Pub*	672	207	1,097	59	66
N					
National C. of Business	350	386	822	50	66
National U., Calif.	1,019	199	1,218	9	159
Naval Postgraduate School *Pub*	990	26	1,016	195	195
New Hampshire C.	2,023	510	3,295	37	49
New Jersey Inst. of Tech.	3,018	228	5,665	241	405
New Mexico Highlands U.	930	701	2,055	113	120
New Mexico Inst. of Mining & Tech. *Pub*	596	136	1,016	70	80
Nichols *M*	539	62	678	34	40
Nova U.	2,944	982	6,180	72	375
P					
Philadelphia C. of Textiles & Sc.	743	530	2,268	71	147
Poly. Inst. of New York	1,996	143	4,570	213	243
Pratt Inst.	1,988	1,460	4,365	148	478
R					
Rand Graduate Inst. for Policy Anals.	31	8	39	---	---
Rose-Hulman Inst. of Tech. *M*	1,107	---	1,118	65	78
Rosemead Grad. School of Psychology	74	25	99	15	18

(continued)

TABLE 8—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
S					
School of Visual Arts	941	698	3,973	---	303
S. Dakota School of Mines & Tech. *Pub*	1,187	271	1,682	96	128
Southeastern U.	325	130	839	---	83
Spring Garden C.	639	57	1,000	55	65
Stevens Inst. of Tech. *M*	1,352	140	2,269	132	206
Strayer C.	455	477	1,564	---	---
T					
Tampa C.	1,021	117	1,248	11	51
Thomas C.	195	230	755	22	25
Tiffin U.	464	134	683	11	34
Tri-State	1,028	194	1,318	75	81
Tuskegee Inst.	1,680	1,743	3,590	327	339
U					
U.S. Air Force Academy *M Pub*	4,435	157	4,592	648	651
U.S. Coast Guard Academy *M Pub*	980	32	1,012	119	119
U.S. Merchant Marine Academy *M Pub*	1,046	52	1,098	81	81
U.S. Military Academy *M Pub*	3,010	98	3,108	631	631
U.S. Naval Academy *M Pub*	4,287	75	4,362	550	550
U. of Lowell	4,639	2,204	11,188	395	647
U. of Rhode Island *Pub*	5,132	4,225	14,588	733	754
W					
Walsh C. of Accountancy & Business Administration	147	68	999	5	61
Wentworth C. of Tech.	224	2	231	14	14
Worcester Poly. Inst. *M*	2,119	246	2,969	175	211
TOTALS	**95,521**	**25,813**	**172,155**	**7,916**	**12,423**

TABLE 9

Bible Schools and Colleges

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
American Baptist Theol. Sem.	80	6	100	8	18
Appalachian Bible Inst.	146	111	273	9	17
Atlanta Christian C.	142	94	275	13	23
B					
Baptist Bible C. of Pennsylvania	429	340	928	35	85
Berkshire Christian C.	70	84	168	12	19
Bethany Bible C.	312	206	576	21	28
C					
Calvary Bible C.	143	126	357	16	32
Central Bible C.	650	395	1,147	40	68
Cincinnati Bible Seminary	246	182	644	19	30
Circleville Bible C.	107	89	248	10	18
Columbia Bible C.	386	275	748	20	43
D					
Dallas Bible C.	146	68	311	15	28
Detroit Bible C.	86	32	262	14	26
F					
Faith Baptist Bible C.	283	255	622	22	26
Fort Wayne Bible C.	223	203	540	30	49
Free Will Baptist Bible C.	271	205	543	22	28
Friends Bible C.	46	42	114	12	16
G					
Grace Bible C.	82	48	166	7	17
Grace C. of the Bible	240	233	525	27	28
Great Lakes Bible C.	122	73	238	14	18
Gulf Coast Bible C.	171	131	363	18	20

(continued)

TABLE 9—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
H					
Hillsdale Free Will Baptist C.	93	58	186	10	21
J					
Johnson Bible C.	230	165	425	16	27
K					
Kentucky Christian C.	192	190	476	19	25
L					
Lancaster Bible C.	213	145	443	16	21
L.I.F.E. Bible College	269	137	543	10	28
Lincoln Christian C.	413	265	794	28	57
M					
Manhattan Christian C.	98	86	263	14	19
Mid-South Bible C.	70	21	155	12	16
Minnesota Bible C.	62	45	142	7	9
Moody Bible Inst.	692	609	1,312	81	107
Multnomah School of the Bible	386	292	760	39	43
N					
Nazarene Bible C.	472	56	776	20	22
[illegible]rth Central Bible C.	302	222	578	22	35
Northeast Bible C.	241	178	450	13	18
Northeastern Bible C.	194	128	424	16	28
Northwest Bible C.	74	45	159	9	12
O					
Open Bible C.	70	49	126	7	11

(continued)

TABLE 9—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
P					
Patten Bible C.	24	31	119	14	18
Philadelphia C. of Bible	320	273	628	38	49
Piedmont Bible C.	250	143	453	19	25
Platte Valley Bible C.	26	35	85	6	10
R					
Reformed Bible C.	76	79	196	13	19
S					
St. Paul Bible C.	264	251	562	21	31
San Jose Bible C.	106	88	286	11	20
Selma U.	234	197	487	18	29
Southeastern Bible C., Ala.	120	61	265	14	23
Southeastern Bible C., Fla.	63[F]	430	1,153	26	29
Southwestern C.	68	52	159	11	18
U					
United Wesleyan C.	104	70	182	9	14
V					
Vennard C.	144	129	297	17	22
W					
Washington Bible C.	230	150	492	26	38
West Coast Bible C.	99	78	202	12	18
Western Bible Inst.	112	51	204	12	20
TOTALS	**11,264**	**8,007**	**22,930**	**990**	**1,519**

TABLE 10

Theological Schools and Schools for Lay Workers

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Academy of the New Church	91	70	184	21	32
Andover Newton Theol. School	175	111	489	20	56
Aquinas Inst. of Theol.	48	42	154	16	20
Asbury Theol. Seminary	458	40	608	26	31
Assemblies of God Grad. School	75	11	138	7	15
Austin Presbyterian Theol. Seminary	133	19	207	14	17
B					
Bangor Theol. Seminary	86	27	125	9	27
Bethany Theol. Seminary	42	19	71	10	12
C					
Calvin Theol. Seminary	164	2	200	14	17
Catholic Theol. Union at Chicago	155	13	187	16	25
Chicago Theol. Seminary, The	74	30	124	10	15
Church Divinity School of the Pacific	65	26	104	11	17
Colgate Rochester Divinity School/ Bexley Hall/Crozer Theol. Seminary	89	34	186	17	20
Columbia Theol. Seminary	125	14	203	15	21
Concordia Seminary Exil.	295	5	336	33	56
Concordia Seminary, Mo.	303	2	355	24	25
Concordia Theol. Seminary, Ind.	408	---	419	28	30
Conservative Baptist Theol. Seminary	201	13	284	14	21
D					
Dallas Theol. Seminary *M*	715	---	809	28	50
Duns Scotus C. *M*	38	---	66	11	13
E					
Eastern Baptist Theol. Seminary	148	18	231	15	28
Eden Theol. Seminary	85	20	203	12	35
Emmanuel School of Religion	89	3	144	9	13

(continued)

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Episcopal Div. School	82	62	154	23	28
Episcopal Theol. Seminary, The	58	9	71	7	15
F					
Franciscan School of Theol.	29	3	49	8	12
Fuller Theol. Seminary	760	137	1,241	36	86
G					
Garrett-Evangelical Theol. Sem.	201	86	324	30	38
General Theol. Seminary	105	14	186	10	18
Gordon-Conwell Theol. Seminary	515	63	620	27	43
Goshen Biblical Seminary	49	15	122	6	21
Grace Theol. Seminary and Grace C.	336	330	743	34	56
Graduate Theol. Union	246	95	360	5	11
H					
Hamma School of Theol.	57	17	94	5	7
Hebrew Theol. C.	62	8	220	11	27
Hebrew Union C. - Jewish Inst. of Religion, N.Y.	74	30	404	12	52
Hebrew Union C. - Jewish Inst. of Religion, Ohio	149	24	202	38	44
I					
Iliff School of Theol.	116	37	285	15	28
Immaculate Conception Seminary	107	4	210	15	49
Interdenominational Theol. Ctr.	184	30	227	17	36
J					
Jesuit School of Theol. at Berkeley	207	43	272	23	35
Jesuit School of Theol. in Chicago	69	28	199	10	22
Jewish Theol. Seminary of America	249	108	525	57	118

(continued)

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
K					
Kenrick Seminary *M*	104	---	124	11	21
L					
Lancaster Theol. Seminary	53	18	223	11	20
Lexington Theol. Seminary	92	14	118	---	---
Luther Rice Seminary	188	19	1,657	14	32
Luther Theol. Seminary, St. Paul	437	49	552	32	59
Lutheran School of Theol. at Chicago	124	49	179	20	24
Lutheran Theol. Seminary, Gettysburg	172	33	247	13	16
Lutheran Theol. Seminary *M*, Ohio	198	20	222	15	19
Lutheran Theol. Seminary, Phila.	104	30	197	13	22
Lutheran Theol. Southern Seminary	108	8	158	15	15
M					
Maryknoll Seminary, N.Y.	69	6	115	16	28
McCormick Theol. Seminary	475	41	565	14	38
Meadville-Lombard Theol. School	25	9	42	4	4
Mennonite Biblical Seminary	34	10	70	6	21
Mennonite Brethren Biblical Seminary	82	2	99	7	29
Methodist Theol. School in Ohio	176	51	252	20	30
Midwestern Baptist Theol. Seminary	275	19	356	14	44
Mt. St. Alphonsus Seminary	67	---	69	14	14
N					
Nashotah House	86	6	93	11	14
Nazarene Theol. Seminary	385	39	456	18	25
New Orleans Baptist Theol. Seminary	720	92	909	31	57
New York Theol. Seminary	35	13	155	9	41
North American Baptist Seminary	67	22	103	11	18

(continued)

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Northern Baptist Theol. Seminary	90	21	143	10	15
Northwest Baptist Seminary	43	2	54	5	7
Northwestern Lutheran Theol. Seminary	147	14	169	10	13
Notre Dame Seminary, La	70	1	123	10	27
O					
Oblate C. of the Southwest	39	3	96	6	14
P					
Pacific Christian C.	158	136	414	14	30
Pacific Lutheran Theol. Seminary	74	24	150	11	18
Pacific School of Religion	83	64	206	14	27
Payne Theol. Seminary	22	2	30	4	8
Pittsburgh Theol. Seminary	144	35	313	18	27
Presbyterian School of Christian Education	21	63	106	9	15
Princeton Theol. Seminary	416	131	701	33	81
R					
Reformed Presbyterian Theol. Seminary *M*	21	---	27	4	6
Reformed Theol. Seminary	243	12	266	18	20
S					
St. Charles Borromeo Seminary	201	---	564	19	39
St. Francis Seminary School of Pastoral Ministry	81	1	120	18	23
St. Mary Seminary *M*	77	---	82	17	20
St. Meinrad School of Theol. *M*	157	---	169	21	21
St. Paul School of Theol.	127	25	165	15	20
St. Thomas Seminary *M*	186	2	202	26	33
St. Vincent Seminary *M*	57	---	59	7	20

(continued)

TABLE 10—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Vladimirs Orthodox Theol. Seminary	12	4	16	11	14
San Francisco Theol. Seminary	93	51	929	17	24
Scarritt C.	57	113	185	15	34
Seabury-Western Theol. Sem.	60	8	78	11	13
Seminary of St. Vincent de Paul *M*	89	---	89	15	17
Seminary of the Immaculate Conception	124	---	239	13	27
Southern Calif. School of Theol.	92	37	293	15	46
Sulpician Seminary of the Northwest *M*	79	4	88	9	19
T					
Talmudical Academy of N.J.	23	---	23	---	---
Theol. Seminary of the Reformed Episcopal Church	83	2	88	5	7
U					
Union Theol. Seminary in Virginia	131	42	291	23	26
United Theol. Seminary, Minn.	84	46	208	12	24
United Theol. Seminary, Ohio	243	54	312	20	26
U. of Judaism	9	20	104	10	30
W					
Wartburg Theol. Seminary	230	22	294	16	20
Wesley Theol. Seminary	157	46	333	23	33
Western Conservative Baptist Seminary	342	12	532	28	33
Western Evangelical Seminary	105	7	169	7	14
Western Theol. Seminary	88	9	112	10	20
Westminster Theol. Seminary *M*	275	16	395	13	23
Weston School of Theol.	126	32	193	12	28
TOTALS	**16,752**	**3,273**	**28,426**	**1,662**	**2,895**

TABLE 11

Full-time Freshman Enrollments in 1,261 Comparable Institutions

	1976-77			1975-76
	Men	Women	Total	Total
Unitary State College and University Systems	133,979	123,829	257,808	244,903
Public Universities and Institutions of Complex Organization	177,297	155,399	332,696	322,076
Private Universities and Institutions of Complex Organization	54,647	41,653	96,300	90,636
Multi-Purpose Colleges and Universities	145,804	146,264	292,068	288,502
Independent Colleges of Arts and Sciences (Liberal Arts)	90,719	108,044	198,763	188,929
Music, Fine Arts, and Applied Arts Schools	2,866	2,330	5,196	4,542
Independent Technological, Business Administration, and Related Schools	24,681	8,051	32,732	31,887
Bible Schools and Colleges	3,498	3,078	6,576	6,968
TOTALS	**633,491**	**588,648**	**1,222,139**	**1,178,443**

TABLE 12

Largest Institutions
(Including component units)

	Full-time	Rank	Grand Total	Rank
State University of New York	225,461	1	342,855	1
California State Univ. and College System	182,543	2	323,028	2
The City University of New York	122,469	3	203,495	3
University of California	119,843	4	128,648	5
University of Wisconsin System	108,620	5	143,374	4
University of North Carolina	83,681	6	104,807	7
State University System of Florida	71,402	7	107,402	6
University of Texas System	69,061	8	92,255	8
State Univ. and Cmty. College System of Tennessee	52,433	9	83,944	9
University of Illinois	50,952	10	58,342	14
Pennsylvania State University	49,360	11	67,138	11
Ohio State University	47,116	12	53,844	16
Oregon State Higher Education System	46,813	13	60,548	12
Indiana University	45,130	14	77,947	10
University of Minnesota	41,857	15	55,656	15
University of Maryland	37,998	16	60,270	13
University of Missouri	37,445	17	52,048	17
Michigan State University	36,496	18	47,796	19
University of Michigan	36,468	19	45,823	22
University of Tennessee	33,857	20	48,550	18
Louisiana State Univ. System	34,025	21	46,967	20
University of Puerto Rico	34,134	22	42,307	24
Purdue University	31,318	23	42,888	23
Texas A. & M. System	31,174	24	36,363	26
The Rutgers University	29,734	25	46,491	21
University of Washington	27,421	26	35,277	29
Southern Illinois University	26,336	27	35,823	28
University of Colorado	26,092	28	---	---
University of Cincinnati	23,752	29	38,274	25
Brigham Young	21,817	30	---	---
University of Pittsburgh	---	---	34,884	30
Temple University	---	---	35,600	27

TABLE 13

Geographical Division Summary

Division and State	Comparable Institutions	Number of Full-time Students 1975-76	1976-77
New England			
Connecticut	22	62,733	60,827
Maine	19	25,526	25,459
Massachusetts	55	147,820	146,947
New Hampshire	9	12,632	12,665
Rhode Island	8	30,762	27,361
Vermont	11	16,479	16,033
Middle Atlantic			
New Jersey	26	112,819	109,542
New York	101	536,690	516,407
Pennsylvania	107	251,654	255,758
East North Central			
Illinois	69	211,358	208,689
Indiana	37	91,611	95,671
Michigan	49	196,449	192,904
Ohio	66	234,573	234,243
Wisconsin	37	129,917	130,273
West North Central			
Iowa	32	70,884	70,999
Kansas	24	64,660	63,591
Minnesota	33	99,160	102,169
Missouri	51	72,311	75,518
Nebraska	17	34,967	35,884
North Dakota	7	16,758	16,954
South Dakota	14	21,433	21,221
South Atlantic			
District of Columbia	12	45,634	44,832
Delaware	2	14,627	14,858
Florida	30	108,089	106,256
Georgia	34	88,307	89,001
Maryland	27	70,730	71,377
North Carolina	44	119,134	122,135
South Carolina	27	57,810	58,791
Virginia	36	76,314	80,780
West Virginia	18	42,587	43,346

(continued)

TABLE 13—Continued

Division and States	Comparable Institutions	Number of Full-time Students 1975-76	1976-77
East South Central			
Alabama	23	77,314	79,335
Kentucky	25	75,006	75,644
Mississippi	17	44,524	45,238
Tennessee	41	119,152	118,883
West South Central			
Arkansas	17	41,953	43,655
Louisiana	27	98,976	99,418
Oklahoma	21	67,967	69,428
Texas	68	239,437	251,090
Mountain			
Arizona	6	34,178	32,393
Colorado	23	87,632	86,968
Idaho	6	19,362	19,328
Montana	9	22,578	22,660
Nevada	6	16,734	12,087
New Mexico	10	32,749	34,304
Utah	5	49,158	46,191
Wyoming	1	7,519	7,746
Pacific			
Alaska	---	---	---
California	102	396,488	396,573
Hawaii	3	16,423	17,347
Oregon	24	48,991	58,810
Washington	18	80,625	81,770
Commonwealth and Territories			
Canal Zone	1	432	433
Guam	1	2,317	2,002
Puerto Rico	7	15,377	18,698
Virgin Islands	1	558	578

TABLE 14

Survey of Percentage Changes in Enrollments, 1950-1976
(For 4-Year and Related Institutions)

Year	Full-time	Part-time	Grand Total	Freshmen
1976	.2%	-3.2%	-.8%	3.7%
1975	2.9	7.7	4.3	7.4
1974	2.0	8.0	3.7	4.6
1973	2.1	5.9	1.8	-1.7
1972	-.4	2.1	.2	-3.1
1971	3.2	.9	2.6	-.7
1970	4.9	2.2	4.2	3.8
1969	4.8	4.0	4.6	4.5
1968	6.2	6.2	6.2	4.9
1967	6.2	4.3	5.7	2.3
1966	8.0	.3	5.8	-.9
1965	12.7	3.3	10.0	17.3
1964	10.1	7.3	9.3	17.3
1963	6.2	6.0	6.3	3.8
1962	6.2	7.3	6.5	.3
1961	7.5	4.2	6.6	5.4
1960	6.2	3.9	5.5	11.4
1959	4.0	2.9	3.6	4.5
1958	4.1	8.6	5.4	7.1
1957	2.7	8.0	4.2	.3
1956	6.5	11.5	7.8	3.3
1955	9.0	6.5	8.3	9.4
1954	6.8	9.7	7.6	9.2
1953	2.2	-1.1	1.3	6.0
1952	-1.5	-2.8	-1.8	10.2
1951	-11.4	4.6	-7.8	-6.4
1950	-9.4	-3.2	-7.1	-8.5

Note. Percentages extracted from annual collegiate enrollment studies prepared by Garland G. Parker and published in *School & Society* (1950-70), *Intellect* (1971-73), and *ACT Special Reports* (1974-76).